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THE GINN BASIC READERS



CURRICULUM

My Do and Learn Book

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CURR HIST

TO ACCOMPANY
WE ARE NEIGHBOURS

REVISED EDITION



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My Do and Learn Book to accompany

We Are Neighbours, Second Reader 1

By Odille Ousley and David H. Russell assisted by Louise Rairden

GINN AND COMPANY • TORONTO

PURPOSES AND FEATURES

This Workbook is designed to give further practice in the reading skills and vocabulary developed in the manual for teaching *We Are Neighbours*, the Second Reader, Level I, of the GINN BASIC READERS.

The purposes of the exercises presented in the Workbook overlap those of the preceding levels and anticipate the objectives of succeeding levels of this series. In addition to presenting more skills, the Workbook, therefore, is a valuable aid in the maintenance, review, and reteaching of skills introduced previously.

The exercises presented in the Workbook follow the development of skills in the Manual. Most exercises follow familiar work patterns. New patterns are repeated one or more times in the Workbook.

The Workbook features *colourfully illustrated pages* which enhance its value as a teaching aid. The exercises are attractive and the interest of the child is stimulated by their colour.

Word-study skills are presented in the Workbook following the introduction and development of these skills in the Manual. A wide variety of exercises is presented to review and practise skill in *word recognition*, extending *word meaning*, *phonetic analysis*, and *structural analysis*. These exercises are a valuable medium for checking the mastery of skills involving phonetic and structural analysis or for reteaching them.

The Workbook maintains and develops the *comprehension skills* introduced at this and preceding levels. Exercises give practice in finding the main idea, finding details, following printed directions, interpreting pictures and sentences, recognizing sequence, and classifying. The Workbook further presents opportunities for the children to read creatively: drawing conclusions, forming judgments, and predicting outcomes.

Provision is made throughout the Workbook for an increasing amount of *written response*, introduced in the preceding Workbook; however, the directions for the teacher at the side of each page present a *choice* of method of response. Teachers may determine which method is best suited to the needs and abilities of the participating children.

New words are presented or practised on every page of the Workbook. *Marginal words* are featured to indicate the first appearance of new words, following the introduction of these new words in *We Are Neighbours*. These words are presented in manuscript writing.

Some exercises in this Workbook are headed by directional sentences for the children in order to aid the development of independent work habits. They also help to provide for individual differences. Although the teacher should supervise the use of the Workbook at all times, this procedure should minimize the necessity for teacher explanation.

There are Seven Vocabulary Tests to test recognition of the new words presented in each unit of *We Are Neighbours*. Com-

plete directions for giving the tests and lists of words to be tested will be found on pages 111 and 112 and on the inside back cover of this Workbook.

The purposes and procedures for each exercise in the Workbook are stated in the directions for the teacher which are at the side of each page. Additional directions and suggestions for teachers will be found on pages 111 and 112 and on the inside back cover of this Workbook.

INDEX TO SKILLS

The following index shows the distribution of activities in the Workbook. The numbers indicate the pages on which each skill is practised and enable the teacher to see the steps in the development of each skill. The index is particularly useful in locating practice material for children needing special help.

WORD-STUDY SKILLS

Word Recognition:

Basic Vocabulary: Every page provides practice in the vocabulary of *We Are Neighbours*

Context Clues: 2, 7, 17, 18, 23, 40, 44, 48, 53, 57, 63, 65, 73, 77, 82, 84, 89, 100

Picture Clues: 4, 5, 12, 17, 43, 50, 60, 65, 76, 84, 100, 102

Vocabulary Tests: 15, 30, 46 and 47, 66 and 67, 81, 96, 110

Word Meaning: 4, 31, 36, 56, 58, 63, 80, 91, 108

Phonetic Analysis:

Analogous and Rhyming Words: 7, 18, 37, 40, 44, 53, 57, 63, 73, 82

Consonants: (Initial) 6, 13, 53, 85; (Final) 26, 43, 85; (Blends) 11, 35, 65, 74, 99; (Digraphs) 23

Vowel Differences: 37, 40, 50, 92, 103, 106, 109; (Digraphs) 10

Structural Analysis:

Compound Words: 20, 80

Plural Forms of Nouns: 41, 89

Variant Forms of Verbs: 12, 62, 72, 90, 101

COMPREHENSION SKILLS

Reading for Comprehension: (Phrases) 5, 8, 10, 16, 17, 19, 20, 48, 49, 52, 75, 78, 98, 108; (Sentences) 1, 3, 4, 8, 23, 28, 31, 41, 42, 56, 58, 79, 98, 100; (Paragraphs and Stories) 5, 9, 10, 21, 52, 61, 70, 87, 88, 93, 107

Finding the Main Idea: 2, 8, 11, 16, 29, 59, 64, 86

Finding Details: 21, 51, 68, 83, 86, 102

Recall: 3, 10, 14, 29, 33, 34, 45, 55, 75, 84, 94, 95, 98

Recognizing Sequence: 9, 51, 69, 87, 88

Interpreting Pictures: 1, 28, 38, 42, 52, 54, 58, 79, 83, 97, 104

Creative Reading: (Drawing Conclusions and Forming Judgments) 19, 20, 32, 34, 38, 39, 42, 54, 64; (Predicting Outcomes) 17, 21, 52, 61, 76, 107; (Seeing Relationships and Classifying) 10, 11, 24, 25, 27, 31, 39, 49, 76, 84, 105

Following Printed Directions: 14, 25, 33, 51, 58, 70, 71, 83, 93

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1.



Jack likes the new gate.
Find what Jack said.

I like the new gate.
I will help paint it.

I have a new airplane.
I will paint the airplane.

2.



Here comes Jean.
Find what Jean said.

I can work fast.
I can build a gate.

I want to play here.
Here is my new ball.

3.



Here comes Patsy.
Find what Patsy said.

I have my blue wagon.
Here are my toys, too.

Come around the fence.
Come to the seesaw.

4.



Here come some neighbours.
Find what the neighbours said.

Here is the playhouse.
We will paint the playhouse.

We like this new gate.
It is a good neighbour gate.

neighbours

Jean

gate

33900

to the cot before the correct boxes. instruct the children to read the new words in manuscript at the bottom of the page and underline them each time they occur on the page.

PURPOSES: To provide orientation in a new book; to interpret sentences and pictures; to draw conclusions.

Bang! Bang!

1. Father likes to work with this.
He can build a gate with it.
It can make a noise.
It will go bang, bang.
What is it?



2. Father works with this, too.
It will not go bang, bang.
But it can make a noise.
It will go z-z-z-z—z-z-z-z.
What is it?



3. Jack plays with this.
It can go fast.
It will not go bang, bang.
It will go zoom, zoom.
What is it?



4. Jack can work with this.
It will not go zoom, zoom.
It will not go bang, bang.
It will go splash, splash.
What is it?



5. This is big and red.
Patsy likes this toy.
It can make a big noise.
It can go bang!
What is it?



bang

1. His old airplane went over the fence.
Zoom, zoom, it went.
The airplane went into Patsy's yard.
Who had the airplane?



Ben



Jack

2. Patsy went to play with Jack and Jean.
She did not have to go around the fence now.
What did Patsy take into the yard?



her wagon



some paint

3. He came into the yard to build something.
It would not be a playhouse for children.
It would be a gate.
Who came into the yard?



Father



Mr. Joe

4. He went down the street with a can of paint.
He would help Ben paint Mr. Joe's chair.
Then it would be pretty.
Who helped paint the chair?



Jack



Father

5. There was a flower box in her yard.
It was not a pretty box.
Two boys painted it.
Then it was pretty.
Who had the flower box?



Patsy



Miss Ring

6. She saw his airplane.
Zoom, zoom it would go.
She said, "Did you paint it green?"
It looks just like new."
Who said this to Jack?



Jean



Miss Ring

pretty

yard

Joe

would



-----Here is a can of paint.

Patsy can jump.-----



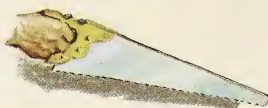
Mother has a pretty ring.

The telephone will ring.



I saw four kittens.

Father has a big saw.



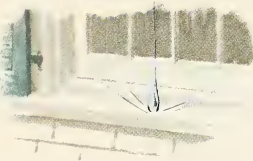
The snow is cold.

Jean has a cold.



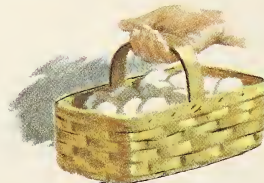
Mother said, "Hurry back."

The back of this has snow on it.



See the drop of rain.

Do not drop the eggs.



Baby took three steps.

Ben sat on the steps.



We had rolls for dinner.

A ball rolls down the hill.



PURPOSES: To extend word meanings; to improve sentence comprehension; to use picture clues.

them decide which sentence describes each picture and draw a line from the sentence to the correct picture. Then have them underline the key word that is the same in each pair of sentences.

1. Jean and Patsy are neighbours.
They live on Garden Street.
The girls are playing -----



in the new house
with a new girl
by the new gate

2. This is Peter.
Peter is a little boy.
Peter wants a boy -----



to go away
to go to sleep
to play with him

3. Ben and Jack looked
across the street.
The two boys saw -----



some tractors
two big trucks
one big truck

4. Some new neighbours
will live on Garden Street.
The new neighbours are -----



three boys
Mr. and Mrs. Hill
two little girls

5. A funny new neighbour
will live here.
The new neighbour is -----



a little girl
a big boy
a happy dog

6. Mike is a new neighbour.
He is a happy dog.
Mike likes to play with -----



Ben and Jack
Jean and Patsy
little Peter

Peter

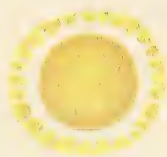
girl

live

Mike

Something to Do with Letters

1.



S _ un

2.



_ _ _ ing

3.



_ _ _ itten

4.



_ _ _ asket

5.



_ _ _ eather

6.



_ _ _ ony

7.



_ _ _ ouse

8.



_ _ _ oney

9.



_ _ _ ate

10.



_ _ _ urtle

11.



_ _ _ amb

12.



_ _ _ andle

13.



_ _ _ og

14.



_ _ _ agon

15.



_ _ _ ose

PURPOSE: To develop visual and auditory discrimination of the initial consonant sounds (ex-
cept l, q, v, x, y, z).

of the first letter. Have them draw a ring around their letter and write it on the line to the right.
picture to complete the word.

1. The box was on a big red truck

duck
truck

On the farm lives a yellow

2. The little dog is called

Mike
like

He is a dog that we

3. What will Mother

cake
make

It will be a birthday

4. The dog is in his little

mouse
house

The cat ran after a

5. Children like to play and

sing
ring

See the children in a

6. Jack and Jean will

book
look

They will find a

7. Peter is a little

boy
toy

He has a big new

8. The snow is

old
cold

My hat is

9. The picnic will be

sun
fun

We like to see the

Story Fun

PURPOSES: To practise finding the main idea of a short story; to improve phrase and sentence comprehension.

the phrase that correctly completes the sentence of the right.

1. Jack and Ben went up a hill.
The boys had a race
with two toy airplanes.
Away zoomed the airplanes.
Away ran the boys.

This story is about
a funny ride
airplane rides
the airplane race

2. Jean put on a big dress.
Patsy put on a big hat.
They played in the yard.
They had something to eat.
They ate cakes and apples.
The two girls had a party.

This story is about
playing house
a big apple
a new house

3. Patsy wants to make a book.
She will put her school work
in the book.
She will paint the book blue.
Then she will bring it to Mother.
Mother will like Patsy's book.

This story is about
a new school
Patsy's book
Mother's blue hat

4. Mike saw a little box by the gate.
He put his nose into the box.
He wanted to see what was in it.
"Bow-wow, bow-wow," said Mike.
He could not get his nose
out of the little box.
How funny he looked!

This story is about
Mike and the box
Mike and the paint
Mother and the box

1.

Bob and Bill saw something in a store window.

It said, "Boys Wanted."

"We can work here," said Bob.

"Let's go in," said Bill.

2.

The boys ran into the store.

Mr. Green was there.

He was happy to see them come into the store.

Bob and Bill said,

"Do you have work for us?"

3.

Mr. Green said,

"You boys can help me.

Take my new toys and put them in the window."

Bob and Bill took the toys.

They went to work.

4.

Soon all the new toys were in the window.

The window looked pretty.

Mr. Green said,

"You boys are a big help to me. Come and help me again."



1.



them

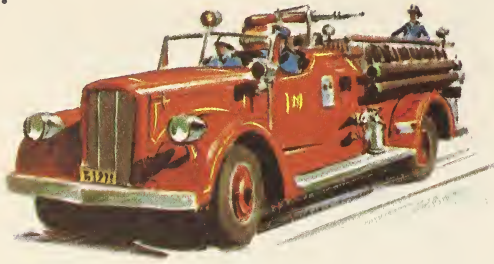
Bob

Bill

DIRECTIONS: Direct the children to read the story and study the pictures. Have them number the pictures 1, 2, 3, and 4 to match the paragraphs they tell about.

(Use with pages 30-36 in We Are Neighbours)
NEW WORDS: them, Bob, Bill
PURPOSES: To determine sequence of events; to interpret new story material.

1.



The Fire Truck

went fast
jumped all over the yard
found a baby bunny
went up Garden Street
was big and red
called the children
stopped at Mr. Joe's house
could make a big noise

2.



The Rabbits

put out the fire
jumped all over the yard
ran out into the street
went to the farm
went home with the children
stopped at the gate
lived in boxes and baskets
came home in wagons and trucks

3.



Mr. Joe

saw the fire truck
ran home as fast as he could
ran to the hen house
went away on the train
let the rabbits out
ran to the rabbit house
thanked the children
took care of the children

4.



The Children

ran to see the fire
let the rabbits out
took care of the chicks
ran after the rabbits
took the rabbits to Mr. Joe
stopped the chicks
took care of the rabbits
were good neighbours

(Use after pages 37-42 in *We Are Neighbours*)
NEW WORDS: stopped, care
PURPOSES: to recall story facts; to classify; to promote phrase comprehension.

DIRECTIONS: Draw the children in the boxes that tell about each title. The children may refer to their books if necessary.

stopped

care



bl



gr



tr



fl

1. A boat is on the water.
The water is a pretty colour.
Jean likes this colour.
What colour is it?

black

blue

2. They are good to eat.
Mother gets them at the store.
They are in a brown bag.
What are they?

green

groceries

3. This can help with work
on a farm.
Father rides on it.
What is it?

train

tractor

4. They are pretty in the house.
You see them in a garden too.
They are red and yellow.
What are they?

flip

flowers

5. This can go fast.
Children like to ride on it.
It makes a big noise.
What is this?

tree

train

6. This is the colour
of Jack's old airplane.
It is the colour of the gate.
What is it?

groceries

green

DIRECTIONS: Discuss with the children the names of the objects pictured at the top of the page. Have them say each word and listen to the sound of the first two letters. Direct them to read each riddle and write the correct word in the blank or draw a line around it.

(Use with pages 37-42 in *We Are Neighbours*)
PURPOSES: To give practice in recognition of initial consonant blends (bl, gr, tr, fl); to find the main idea of a riddle.



Peter likes to play
 with his new wagon.

He is ----- with it now.

play
 plays
 playing



Father is working in the garden.

Jack will work in the garden too.

He will ----- with Father.

work
 works
 working



Jean calls some of her neighbours
 on the telephone.

She ----- Patsy one day.

calls
 calling
 called



Ben walked home from school.

Now he will -----
 to the store for Mother.

walk
 walking
 walked



Mike ----- up
 on a big box.

Soon he will jump down.

jump
 jumped
 jumping



See the ball roll.

It is -----
 down the hill fast.

roll
 rolled
 rolling

1.



father
bang
fence
of
fire

2.



paint
new
help
pocket
Peter

3.



bang
girl
look
garden
gate

4.



big
came
Bob
Tom
bang

5.



telephone
sun
at
take
time

6.



never
run
ride
Jean
rain

7.



fence
Mother
Mike
gate
may

8.



wagon
here
have
down
help

9.



live
them
little
Bill
lost

10.



day
did
yard
dog
would

DIRECTIONS: Direct the children to say the name of the object pictured in each box and listen to its beginning sound. Have them draw a line under all the words that have the same beginning sound.

(Use after pages 37-42 in *We Are Neighbours*)
PURPOSE: To test auditory and visual perception of the initial consonants b, d, f, g, h, l, m, p, r, t.

Can You Do This?

Make a box around the one
who would not stay home.



Put a ring around the one
who had a flower box.

Put X over the one
who had a new toy for some boys.

Put a ring around the ones
who ran in the yard.

Put X over the one who
wanted someone to play with him.

Make a box around the ones
who had seven balloons.



Put X over the ones
who helped build a new gate.

Put a box around something
the boys painted.

Put a ring around the ones
who had a birthday.



DIRECTIONS: Direct the children to read the three words in each box, listen to the word the teacher pronounces, and draw a line under that word. See page 111 for the list of words to pronounce and for complete directions for giving the test.

VOCABULARY TEST (Use after page 42 in *We Are Neighbours*)
PURPOSE: To test recognition of the new words presented in Unit 1.

1.

yard
care
your

2.

Pretty
Pony
Peter

3.

nothing
night
neighbours

4.

live
give
like

5.

stopped
hoppity
steps

6.

Jean
Just
Joe

7.

that
them
this

8.

gate
girl
give

9.

catch
care
corn

10.

Jean
Jack
Joe

11.

bag
bang
bring

12.

Bill
Bob
Will

13.

get
gate
goat

14.

Mike
Make
Miss

15.

could
would
worked

16.

Pop
Bill
Bob

17.

Pretty
Peter
Party

18.

puddle
postman
pony

19.

nothing
next
noise

20.

ride
ring
rain

Happy and the Hats

1.



Happy liked to play with hats.
When Bob put his hat down,
Happy took it.
He put it on and chattered.
What a funny animal he was!

This story is about

Happy and a squirrel
a funny brown animal
a monkey and a squirrel

2.



When Bob saw Happy, he took
away the hat.

Happy chattered and chattered.
Now he could not get the hat.
He was not happy at all!

This story is about

what made Happy chatter
the hat Happy made
Bob and Mother

3.



Happy saw Mother's hat.
Then he put her hat on.
When Mother saw Happy, she
took her hat away too!
That made Happy chatter again.

This story is about

the hat Happy made
the chair Mother took
Happy and Mother's hat

4.



Happy saw a flower.
He made something with
the flower.

Mother and Bob laughed
at the funny animal.

This story is about

a flower hat for Happy
Mother's brown hat
something Bob made

(Use after pages 43-50 in *We Are Neighbours*)
NEW WORDS: animal, brown, chatter, made, when
PURPOSES: To find the main idea; to promote phrase comprehension; to comprehend new
story material.

DIRECTIONS: Direct the children to read each part of the story and look at the picture. Have them
draw a line under the phrase which best tells the main idea of that part of the story.

1. Bob will get the TV ready
for Aunt Ann.
What will Aunt Ann do next ?



look at TV
go to sleep
get a book

2. Bob has something in a bag.
He will take the bag to Happy.
What will Happy do ?



sing something
eat something
play with a toy

3. Patsy made something good
for Aunt Ann.
What will Aunt Ann do next ?



thank Jean
make something
thank Patsy

4. Jack has something new
from the store.
Now what can he do ?



paint a gate
make airplanes
play with a top

5. Mr. Joe wants some apples.
They are at the top of the tree.
What will Mr. Joe do ?



look at TV
get some apples
go and play

6. Father found some old toys.
He will surprise the children.
What will Father do ?



make toys look new
walk to the store
splash in the water

Ann

TV

top

is	his	would	toy
ball	fun	boy	could
man	let	brown	down
sings	call	be	mouse
run	things	old	me
get	ran	house	cold

live	give	box	then
will	look	bump	just
took	stay	when	ate
may	hill	must	fox
sat	cake	gate	top
take	that	stop	jump

1. Snow came down one day
 And Jack went out to _____
 play
 stay

2. Bob took the sled
 That was painted _____
 Fred
 red

3. Bob and Bill
 Went down the _____
 hill
 will

4. Jean wanted to ride
 Down the other _____
 hide
 side

5. She did not see
 A little brown _____
 three
 tree

6. Her old sled went bump,
 And she had to _____
 jump
 bump

1.



This would be
a good home for a pet.

What pet would
crawl into this?

Happy, the monkey
Toddle, the turtle
Mr. Turkey

2.



A tree can be
a good home.

What little animal
could live here?

Toddle, the turtle
Bunny Rabbit
Mr. Squirrel

3.



This is a barn.

Pets can live here.

What pet lives in a
barn?

Frisky, the pony
Toddle, the turtle
Happy, the monkey

4.



This red house
is a good home.

Who can crawl
into this house?

Mr. Bear
Mike, the dog
Mr. Frog

5.



Some animals can
live in your house.

What animal could
live in your house?

a kitten
a pony
a bear

6.



This is the home
of a little pet.

What pet can
live here?

a kitten
a fish
a rabbit

Toddle

crawl

Use with pages 51-56 in We Are Neighbours.
NEW WORDS: shoe, car, Pond
PURPOSES: To practise recognition of compound words; to form judgments.

WHY? TO ENCOURAGE THE CHILDREN TO RECOGNISE THE MEANING OF THE COMPOUND WORDS.
THE RIGHT WHICH CORRECTLY COMPLETES THE LAST SENTENCE. HAVE THEM DRAW A LINE TO THAT WORD. THEN
DIRECT THE CHILDREN TO UNDERLINE BOTH PARTS OF ALL COMPOUND WORDS ON THE PAGE.

1. Toddle was a turtle.
He lived in a pan of water.
He liked to crawl all over the yard.
He crawled into the children's -----
firehouse
playtime
playhouse
farmhouse

2. Peter was out playing.
He looked funny when he came home.
He had just one shoe.
He had lost the other shoe -----
something
somewhere
someone
streetcar

3. The children were playing
out in the cold.
They made a big white man.
He was a funny -----
postman
fireman
cowboy
snowman

4. Jean had a ride in Father's car.
When she came home,
she made something. It went pop! Pop!
She made some -----
pancakes
popcorn
corncakes
hilltop

5. A car stopped by Big Pond.
Jack and Father were in the car.
They wanted to fish in the pond.
A man came to the car.
He said, "You ----- fish here."
streetcar
without
cannot
outside

shoe car Pond

One day Patsy said to Jean,
"Did you see my jacks?"

Jean said, "I did not see them.
Did you see my play money?"

Patsy said, "I did not see it.
Let's go and look for the toys."

So the two friends went to look
for the lost toys.

On the way, they met Peter.
He said, "Did you see my top?"

The girls said, "We did not see
your top.

We have lost some toys, too."

Then the three friends went to
look for the lost toys.

On the way to find the toys,
they met Bob and Bill.

"Did you see Happy?" Bob said.

The children said, "We did not
see him. We will look for him."

The children looked for Happy.
They could not find him.

Just then a noise came from
the playhouse.

There was Happy.

And there were the lost toys.

The children laughed.

"The next time we will look
for Happy," they said.

"Then we will find the toys."

DIRECTIONS: Direct the children to read the story and the sentences which follow it. Have them draw a line around the word at the right which correctly completes each sentence.

(Use with pages 51-56 in *We Are Neighbours*)
NEW WORDS: way, friend
PURPOSES: To improve comprehension of new story material; to recall story details; to improve word recognition.



Patsy lost her -----

jacks
money

Peter could not find his -----

top
car

Bob was ----- for Happy.

looking
lost

The monkey was in the -----

toy box
playhouse

He had all the lost -----

toys
monkeys

The children were all good -----

frogs
friends

way

friend

(Use after pages 58-64 in We Are Neighbours)
 NEW WORDS: Zeke, raccoon, nuts, door, table, paper
 PURPOSES: To see relationships and classify; to discriminate between words of similar con-
 figuration.

1.

Tom had a pet raccoon.
 The raccoon was called Zeke.
 Can you find some other pets?

Happy	Bob	Mike
Zeke	Toddle	Peter

2.

One day Zeke went with Tom.
 They went to Tom's school.
 What would Zeke see there?

tables	friends	down
take	papers	doors

3.

Bob had to go away.
 He did not walk.
 In what could he ride?

can	table	truck
car	train	turtle

4.

Patsy went out of the door.
 It was a cold day to play.
 What did she put on?

mouse	mittens	had
muff	kittens	hat

5.

Ben went to see his uncle.
 His uncle lived on a farm.
 What did Ben see there?

tractor	plants	goats
cows	please	around

6.

Jean worked at a table.
 She had paper and paints.
 What colours could she have?

nuts	green	blue
brown	groceries	black

7.

The animals had a picnic.
 They ate at a table.
 What animals came to the picnic?

door	squirrels	raccoons
ducks	sprinklers	foxes

8.

A squirrel wanted something to eat.
 She put something on the table.
 What could she have to eat?

corn	party	nose
bread	paper	nuts

Zeke raccoon nuts door table paper

DIRECTIONS: Direct the children to read the sentences in each box. Have them find the words below which correctly answer each question and underline those words.



ch



th



sh



wh

DIRECTIONS: Direct the children to look at the letters at the top of the page and pronounce the names of the key pictures, listening for their beginning sounds. Have the children read the sentences, find the word that completes each sentence, and draw a line around that word or write the word in the blank.

(Use with pages 58-64 in We Are Neighbours)
NEW WORDS: paw, thought
PURPOSES: To improve auditory and visual recognition of initial digraphs (ch, sh, wh, and voiceless th); to improve sentence comprehension; to use context clues.

1. A turtle crawled into a _____.

shall shoe

He _____ it was a little house.

thought thing

2. Yellow _____ lives on a farm.

Children Chick

She likes to eat _____.

wheat white

3. My cat has one _____ paw.

white wheat

_____ has three black paws.

Shoe She

4. What can Happy _____ about?

chatter chick

He has a _____ to eat.

chair cherry

5. _____ are the girls going?

Where What

They have on new _____ shoes.

when white

6. Bill _____ it was time for school.

thought things

"_____ we get the books?" he said.

Shall She

7. _____ you for the book.

Thank Think

I put it on the _____

chick chair

paw thought

1. Toddle is a funny little turtle.
Where could Toddle live?
Find two homes for Toddle.

a little brook
a brown door
a big gate
a beautiful kitten
a big pond
a new shoe

2. Tabby has three kittens.
Find three things for Tabby
and her beautiful kittens.

a red bicycle
some fish for dinner
a telephone
a good home in the barn
seven windows
a toy mouse

3. Jean wants something for school.
Can you find four things
that Jean would like best?

new brown shoes
a brown puddle
a story book
some coloured paper
a blue gate
a box of paints

4. Jack picked some apples.
Find four other things
that Jack could pick.

a green gate
beautiful flowers
little brown nuts
a yellow sled
a red cherry
ears of corn

5. Jean has something for Mother.
Find four things
that Mother likes best.

an old wagon
a beautiful flower
some toy trucks
a blue hat
new shoes
a pretty dress

6. What are the things that
Peter would like?
Find four things for Peter.

a bicycle
a new friend
some pets
a hat with flowers
a pretty dress
a red wagon

Tabby beautiful picked best

1. Father had a surprise for Tom.
Tom could put it into water.
Tom guessed and guessed.

Then Father said,
"Open the box, Tom."

What did Tom see in the box?

a gate a boat a book

Make Tom's surprise here.

2. Mother put a surprise in a box.
It was something good
for the children to eat.

They ate and ate.

But they did not eat it all.

What was still in this box?

a basket some cake a cat

Make the children's surprise.

3. Jack has a pet in a box.
It is the pet he likes best.
Jack will open the box.
He will put his pet in water.
What pet will Jack see
when he opens the box?

a bunny a turtle a kitten

Make the pet Jack likes best.

4. Father has a brown bag.
Tom will guess and guess.
Still he will not guess
what is in the paper bag.
Then he will open the bag.
What will Tom see
in the open bag?

a store nuts some snow

Make what is in the brown bag.

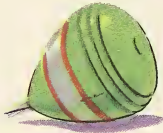
open

still

1. 
farm
 Peter
them
Tom
 drum

2. 
 big
 egg
 frog
 then
 dog

3. 
 man
 her
 in
 when
 hen

4. 
 come
 hop
 up
 sleep
 top

5. 
 hat
 goat
 car
 that
 cat

6. 
 crawl
 beautiful
 can
 girl
 school

7. 
 door
 her
 paper
 this
 car

8. 
 took
 Jean
 look
 walk
 duck

9. 
 shoe
 red
 sled
 had
 bread

fun

Nibbles always likes to see the ----.
children down cat

him

He always chatters to ----.
 them Bob drum

frog

I see a little brown ----.
 big dog hen

sprinkler

The children like to hear Happy ----.
 her sled chatter

wonderful

Nibbles is a little brown ----.
 animal hen beautiful

Nibbles always

1. Father has a new book
about a man who went fishing.

Find Father's book.

2. Jack wants to know how to build
something that can go up.

Find a book for Jack.

3. Mother will make something to eat.
She wants a book to help her.

Find the book Mother wants.

4. Peter wants to find a book
about animals.

What book will Peter take?

5. Patsy has found a good book
about three children.

Find Patsy's book.

6. Ben wants to find a book
to help him build a boat.

Find a book here for Ben.

1.



2.



3.



4.



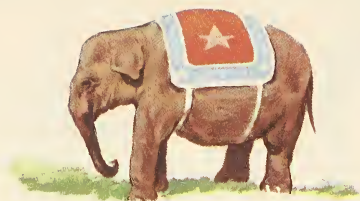
5.



6.



1.



Here is our big telephone.
This is a baby elephant.

2.



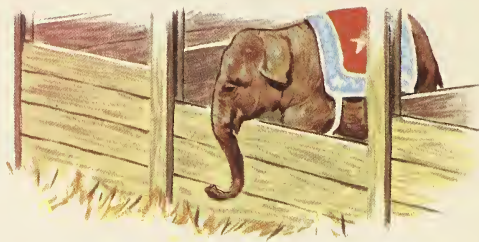
This is one of our books.
See our big new school.

3.



The elephant can dance.
Baby elephant is eating.

4.



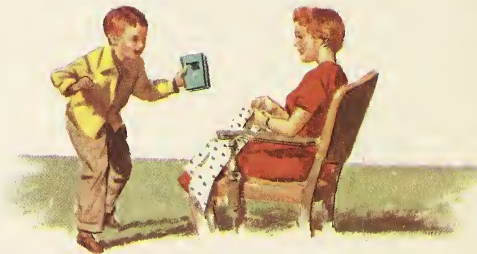
Baby elephant is in our house.
Baby elephant is in the barn.

5.



Here are Peter's shoes.
Peter has shoes for the baby.

6.



Jack tells Mother a story.
Mother is telling Jean a story.

7.



Ben gives the elephant popcorn.
Jean gives the elephant a ball.

8.



Bob took apples for a pony.
Bob tells Dick a funny story.

(Use with pages 77-82 in *We Are Neighbours*)
NEW WORDS: tell, elephant, our
PURPOSES: To comprehend sentences; to interpret pictures.

DIRECTIONS: Direct the children to look at the pictures, read the sentences below, and draw a line under the sentence that tells about the picture.

tell

elephant

our

1. Some children went to the farm.
They took some popcorn and apples.
They took shoes and a pretty ball.
They found a big surprise.

Zeke, the Raccoon
Tabby and Her Kittens
The Big Baby

What story in our book was this ?

2. Some children had a pet.
It chattered all the time.
It was a good little pet.
It could make Aunt Ann happy.

Happy, the Monkey
Nibbles, the Squirrel
Toddle, the Turtle

What story in our book was this ?

3. This animal lived in a barn.
She took her baby to the house.
Then she took it back.
She said, "This barn is the best home."

Tabby and Her Kittens
The Big Baby
Happy, the Monkey

What story in our book was this ?

4. Jack found a baby animal.
The baby lived in a basket.
He put his groceries in the basket.
He liked corn and nuts.

Zeke, the Raccoon
Nibbles, the Squirrel
Toddle, the Turtle

What story in our book was this ?

5. Some people went for a picnic.
They took a pet with them in the car.
The pet crawled out of his basket.
He stayed at the pond with his friends.

Tabby and Her Kittens
Nibbles, the Squirrel
Toddle, the Turtle

What story in our book was this ?

DIRECTIONS: Direct the children to read the story in each row and the three story titles which follow it. Have them draw a line under the correct title for each story. On a separate sheet of paper they may draw an illustration for each title underlined.

(Use after page 82 in *We Are Neighbours*)
PURPOSES: To test recall of the stories in Unit II; to find the main idea.

Vocabulary Test II

(Use after page 82 in We Are Neighbours)
PURPOSE: To test recognition of new words presented in Unit II.

DIRECTIONS: Direct the children to read the words in each box, listen to the word the teacher pronounces, and draw a line under that word. See page 111 for the list of words to pronounce and for complete directions for giving the test.

1. chatter chair chicks	2. crawl chatter paw	3. pocket picnic picked	4. paper pocket pancake	5. around animal after
6. things thought that	7. birthday wonderful beautiful	8. telephone elephant squirrel	9. across away always	10. Table Toddle Tabby
11. Raccoon Rabbit Nibbles	12. basket best let's	13. Nibbles Neighbours Night	14. Toddle Table Thank	15. frog from friend
16. organ over open	17. nuts but night	18. out our now	19. she shall shoe	20. cat car can
22. Take Zeke Zoom	23. saw paint paw	24. dog door down	25. brown bring down	26. what then when
28. toy top stop	29. Tabby Take Train	30. Mike Made Make	31. hill table tell	32. TV Tom Ann
				27. pond pony pole
				33. stay tell still

1. A hammer makes a big
2. A squirrel likes to eat
3. Cars, trucks, and trains have
4. A good place for blocks is a

box
nuts
noise
wheels

5. Mother puts dinner on the
6. A good place for a turtle is a
7. In the morning the children go to
8. Elephants are big

pond
school
table
animals

9. Peter has a toy saw and
10. A raccoon has four
11. The sun comes up in the
12. A good place to play is in a

yard
morning
hammer
paws

13. The goat is tied to a
14. There are just two wheels on a
15. Children rolled wheels down the
16. Peter is building with his

hill
blocks
tree
bicycle

17. This morning Mother made a
18. Bill has a hammer to help him
19. The pony is tied in the
20. The girl tied her new

barn
shoes
work
cake

wheels hammer place blocks morning tied 31

Yes or No ?

1. A cat can live in a pond. -----yes
2. A squirrel likes to eat nuts. -----no
3. Monkeys always have seven paws.
4. A ball can roll up a hill.



5. All cars and trucks are red.
6. Red, blue, and yellow are colours.
7. A pony can be tied to a tree.
8. Father can start his car.

yes



no



9. Kittens always have red paws.
10. A fish can live in a pond.
11. Frogs always eat apples.
12. Elephants have blue feathers.

yes



no



13. Bees get honey from flowers.
14. A raccoon is a frisky animal.
15. Tables are always round.
16. Children can build a toy train.

yes



no



17. The bus man can start the bus.
18. Elephants can start airplanes.
19. A train always has round wheels.
20. Father can hammer and saw.

yes



no



(Use with pages 83-91 in We Are Neighbours)
NEW WORDS: no, started, round
PURPOSES: To recognize absurdities; to form judgments; to promote sentence comprehension.

DIRECTIONS: Direct the children to read each sentence and draw a line to yes if the statement is true or to no if the statement is not true.

no started round

1. Make a ring around the one who said, "May Peter go too?"



2. Put a box around the one who said, "I have a big yard and a barn."

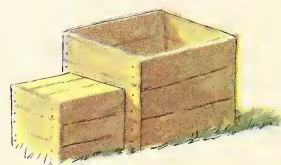


3. Put X on the one who started the train down the hill.

4. Put X on something the children found in the barn.



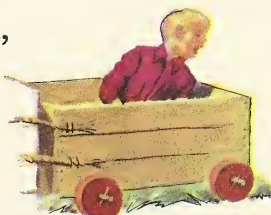
5. Make a ring around the one who said, "We have work to do today."



6. Put a box around the one who was too little to hammer.



7. Put a ring around the one who said, "Oh, my!" as he ran after his goat.



8. Put a box around the one who said, "Oh! Oh! See us go!"



9. Put X on something the children's train did not have.



Oh

1.



Jean

She liked the blue dishes.
She looked in her yellow
duck for money.

She had enough money
in her hand for the dishes.

She got the blue dishes
before school.

She wanted to give the dishes
to Patsy.

She put her hand in the window
to get the dishes.

2.



Patsy

She and Jean walked
home together.

She saw some new books
in the toy store window.

She had four candles
on her birthday cake.

She got a box of dishes
for her birthday.

She had a birthday party.

She wanted the dishes
for her mother.

3.



Mother

She had enough money
for the dishes.

She got the dishes for Jean.

She and Patsy walked
home together.

She put the blue dishes
on the table.

She went to school
with the children.

She got the dishes
before Jean came home.

4.



Mr. Green

He had a toy store.

He had enough groceries
for all the children.

He saw the girls looking
in the window together.

He took the blue dishes
to Jean's house.

He had to tell Jean
the blue dishes were gone.

He had a box of blue dishes
in his toy store window.

(Use after pages 92-98 in *We Are Neighbours*)
NEW WORDS: dishes, together, got, enough, hand, before
PURPOSES: To recall story facts; to form judgments.

DIRECTIONS: Direct the children to draw a line under all the sentences that tell about the person
whose name and picture are in each box. Allow them to use their books if necessary.

1. Mother made something new
for Jean.

It was red and white.

It had big pockets.

Jean's surprise was a new

dress

drop

drum

2. Jack and Jean went to Big Pond.

They saw some green animals
in the water.

The animals started to jump.

The children saw

frisky

frogs

friends

3. Mother said to Patsy,

"Please hurry to the store.

You must get something
for our picnic dinner."

Patsy went to get some

brown

brook

bread

4. Baby Mary has some new toys.

She likes her new toys.

She started to build something
with them.

The toys are big yellow

black

blue

blocks

5. Mr. Round Turtle was eating
in the garden.

Soon it was time to hurry home.

He could not run fast.

Mr. Round Turtle had to

cry

crawl

crying

DIRECTIONS: Direct the children to read the paragraph in each row and the words at the right.
Have them decide which word correctly completes the last sentence and draw a line under that
word or write it in the blank.

(Use with pages 92-98 in *We Are Neighbours*)
PURPOSES: To develop auditory and visual perception of initial consonant blends *dr, fr, br, bl, cr*
to distinguish between words of similar configuration.

1. What is all the <u>chatter</u> in the street ?	parade noise
2. The children will take their <u>pets</u> to the parade.	animals tables
3. Saturday will be a <u>happy</u> day for many children.	good cage
4. We will <u>parade</u> with our pets down Garden Street.	prize walk
5. Many <u>boys and girls</u> saw the sign about the parade on Saturday.	children cages
6. The children will <u>run fast</u> to see who gets the prize.	hurry hide
7. I must <u>make</u> a new cage for my pet squirrel.	build many
8. My pet has one white <u>foot</u> and three black ones.	paw prize
9. My pet will look <u>very pretty</u> when I take it to the parade.	Saturday beautiful
10. I think the pet in this cage will <u>get</u> the prize.	sign win

(Use with pages 99-104 of We Are Neighbours)
NEW WORDS: parade, sign, Saturday, prize, many, cage
PURPOSE: To extend word meaning by identifying words of similar meaning.

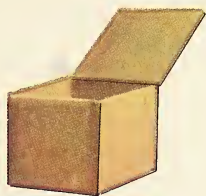
DIRECTIONS: Direct the children to read the sentence in each row and look at the underlined word. Have them read the two words at the right, decide which word has a similar meaning to that of the underlined word and draw a line under it.

Say the words over and over.

Listen to the sound of o.

Draw a line under the short o in each word as you say it.

Short-o Words



box	drop	fox
top	pop	hop
block	Bob	stop
Tom	got	not

Say the words over and over.

Listen to the sound of o.

Draw a line under the long o in each word as you say it.

Long-o Words



nose	go	so
home	pony	over
most	no	cold
old	pole	open

Make Rhymes

- | | | | |
|---|----------------------|--|----------------------|
| 1. See the corn pop.
Do not let it | stop
cat
cold | 5. My mittens are old.
My hands are | home
on
cold |
| 2. The little fox
Jumped in a | snow
box
water | 6. Now I will go
To the store with | nose
Joe
Tom |
| 3. Do not stop.
Just hop and | open
block
hop | 7. Mother said, "No,
You may not" | go
so
on |
| 4. Do not drop
The pretty | gone
home
top | 8. Do you know
What brings the ? | hat
story
snow |

---- Some boys and girls are looking at a big sign.

---- The sign is red and white.

---- The sign is about a play.

---- The sign is about a party.

---- The pet parade will be on Garden Street.

---- The sign about the parade is on a fence.

---- The pet parade will be on Saturday.

---- There will be a prize for one pet.

---- Most of the pets will get prizes.



---- Something is the matter with a wagon in the parade.

---- People came to see the pet parade on Garden Street.

---- Something is the matter with the cage.

---- Most of the people are looking at a sign.

---- Nibbles, the squirrel, is in the pet parade.

---- Most of the people here look happy.

---- Jean has Happy in a cage.

---- A little hen has something in her cage.

(Use with pages 99-104 in *We Are Neighbours*)
NEW WORDS: people, matter, most
PURPOSE: To develop the ability to use picture interpretation as an aid to drawing a conclusion.

DIRECTIONS: Direct the children to put an X in the blank before all the sentences that tell about each picture.

Ben gave Jack something new.
He could take pictures with it.
Jack wanted to take pictures
of a parade.

It was a long parade.

There were many animals in it.
Some animals were in cages.

Jack took many pictures.

Click, click went the little
black box.

The last picture he took
was the best of all.

He gave the pictures
to his friends.

He gave the last picture to Ben.

Find two animals that
could be in the parade.

a big click
a frisky pony
a funny dish
a big elephant

Jack gave his pictures away.
Who got them?

his friends
Jack's father
Ben
Jack's mother

Mother wanted a coat for Jean.
They went to a store.
Jean put on a red coat.
It was not long enough.
Then a man came with
a pretty blue coat.

The blue coat was too long.

Then Jean saw a brown coat
that she liked.

Mother liked the brown coat too.

The coat was not too big.

Mother gave Jean the coat
that she liked best.

When Jean got home
Father took her picture.

Find three coats that
Jean put on.

a red coat
a long blue coat
a pretty green coat
a brown coat

Find three people who were
in the store.

Jean's mother
a little boy
Jean
a man

pictures long coat click gave last

Listen and Look

Say the words over and over.

Listen to the sound of i.

Draw a line under the short i in each word as you say it.

Short-i Words



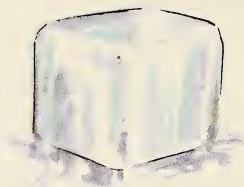
hill	it	will	mill
Bill	little	fish	sing
still	win	dish	pick

Say the words over and over.

Listen to the sound of i.

Draw a line under the long i in each word as you say it.

Long-i Words



ride	sign	Mike	hide
side	night	white	find
time	fire	like	tie

Make Rhymes

1. Bob and Bill
Came down the ----.

side
will
hill

2. Put the fish
In that ----.

dish
pan
fire

3. Come, Ann and Dick,
There are apples to ----.

go
eat
pick

4. Walk in a ring
And we will ----.

sing
ride
run

5. The old brook still
Runs by the ----.

fire
hide
mill

6. The boys ride
Side by ----.

hide
side
win

7. That dog looks like
My little dog ----.

Fish
Mike
Happy

8. They will hide
On this ----.

will
time
side

9. The flowers are white
And come out at ----.

still
night
like

10. Bob went to a mill
With a boy called ----.

Bill
Mike
Time

(Use with pages 105-109 in We Are Neighbours)
PURPOSES: To discriminate between the long and short sound of /i:/ to use context clues; to recognize rhyming words.

DIRECTIONS: Read and follow the directions at the top of the page. With the exception of the second exercise, direct the children to find the word that completes each rhyme and draw a line from the blank to the correct rhyming word.

DIRECTIONS: Direct the children to read the story at the top of the page. Have them read each sentence, find the word at the right that correctly completes it, and write that word in the blank or draw a line around it. When the exercise has been completed, have the children read the sentences again, find a singular or plural form of their response, and underline that word.

(Use with pages 105-109 in We Are Neighbours)
PURPOSES: To improve sentence comprehension.
To recognize plural form es; to improve sentence comprehension.

One day a funny man came to school.
He had a big black hat.
He let the children look at his hat.
There was nothing in it.
Then the children had a surprise.
The man started to take things
out of the hat.
Can you guess who this funny man was ?



- | | |
|---|------------------|
| 1. He took a little toy -----
and a big toy fox from his hat. | fox
foxes |
| 2. Then he found a toy -----
and seven little fishes. | fish
fishes |
| 3. Next he took out some -----
They were red and blue boxes. | box
boxes |
| 4. He opened a box and found a dress.
Out of the box he took two ----- | dress
dresses |
| 5. Then the man took out some -----
They were toy dishes for the children. | dish
dishes |
| 6. Did you guess who the man was ?
Did you make many ----- ? | guess
guesses |

What Did They Ask ?



Bill asked Tom something.
What do you think
he asked Tom ?

1. "What is under that hat ?"
2. "Is there an apple in that bag ?"
3. "How much money do you have ?"
4. "Will you play a game with me ?"



Jack asked Bill something.
What do you think
he asked Bill ?

1. "How much paper is in that box ?"
2. "Who will eat all that corn ?"
3. "Did you hide it under your coat ?"
4. "Where will you take the nuts ?"



Tom asked his friends
to do something.
What did they do ?

1. The boys walked to the duck pond.
2. They ran under an apple tree.
3. They went to see a big elephant.
4. They played a game with Tom.

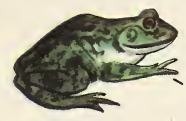
(Use with pages 110-116 in *We Are Neighbours*)
NEW WORDS: game, much, asked, on, under
PURPOSES: To interpret pictures, to form judgments, to improve sentence comprehension.

DIRECTIONS: Direct the children to read the question at the top of each box, look at the picture, then underline the best answer for each question.

DIRECTIONS: Direct the children to look at the word in each box. Have them name the objects pictured in the box, then draw lines from the word to the objects which have the same ending as the word.

(Use after pages 110-116 in *We Are Neighbours*)
PURPOSES: To recognize the sounds of final consonants g, k, m, n, p, r, s, t; to use picture clues.

1.



big



2.



them



3.



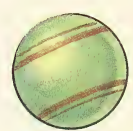
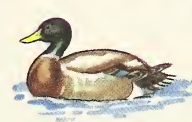
stop



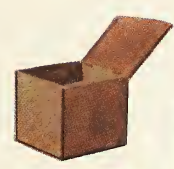
4.



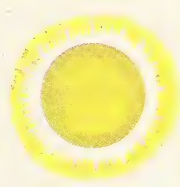
look



5.



fun



6.



that



7.



yes



8.



car



Rhymes

1. What rhymes with <u>no</u> ?	so	go	on
2. What rhymes with <u>an</u> ?	man	down	can
3. What rhymes with <u>way</u> ?	make	day	play
4. What rhymes with <u>my</u> ?	fly	paw	by
5. What rhymes with <u>thing</u> ?	when	bring	sing
6. What rhymes with <u>still</u> ?	hill	Bill	all
7. What rhymes with <u>at</u> ?	all	hat	cat
8. What rhymes with <u>take</u> ?	make	cake	like
9. What rhymes with <u>goat</u> ?	coat	boat	out

1. Father went far
In his new blue ----- car
cat

2. Snowbirds, fly away.
Pretty birds, come and ----- stay
stop

3. In the city you can get
A little monkey for a ----- pet
pan

4. This is the place
Where we will ----- ran
race

5. Peter and his mouse
Live in a city ----- house
horse

6. The bird I see
Is in that big ----- truck
tree

(Use with pages 117-120 in We Are Neighbours)
NEW WORDS: fly, bird, city, rhymes, far
PURPOSES: To practise visual perception of rhyming and analogous words; to use context clues.

DIRECTIONS: Direct the children to underline the rhyming words in each row. In the second exercise, have them find the word that completes each rhyme and write it in the blank or draw a line around it.

1. Two children made a train.
What did they have to get
before the train could go ?
-

2. There was something pretty
in the window of Mr. Green's store.
What did two girls see there ?
-

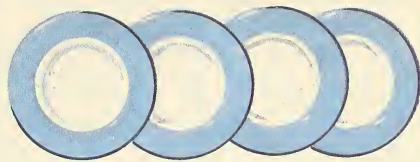
3. Some children played a game
with a little black box.
What was made for the game ?
-

4. The boys liked Jack's
rhyme best.
What was Jack's rhyme about ?
-

5. There was a pet parade.
Can you find the pet
who got the prize ?
-

6. The boys wanted something
for a game.
What did Peter let them have ?
-

1.



2.



3.



4.



5.



6.



Vocabulary Test III, Part I

1. cage coat catch	2. soon sign sing	3. wheels when wheat	4. Together Saturday Street
5. Chick Dick Click	6. dinner hammer hand	7. zoom pretty prize	8. plant please place
9. gave gate have	10. black backs blocks	11. man many much	12. last fast lost
13. cage coat care	14. money many morning	15. gate game gave	16. time tied side
17. puddle place people	18. no an on	19. mother matter mitten	20. stopped started story
21. round raccoon found	22. fire bird build	23. would uncle under	24. on oh no

PURPOSE: To test recognition of the new words presented in Unit III.

Pronounces, and draw a line under that word. See page 112 for the list of words to pronounce and for complete directions for giving the test.

Vocabulary Test III, Part II

1.

city

pretty

click

2.

fishes

dishes

dresses

3.

Fly

Flip

By

4.

tractor

telephone

together

5.

honey

wheel

rhymes

6.

goat

got

get

7.

an

are

on

8.

farm

far

for

9.

enough

elephant

wonderful

10.

most

lost

must

11.

had

and

hand

12.

picnic

pictures

picked

13.

basket

across

asked

14.

after

before

better

15.

much

must

muff

16.

paper

prize

parade

17.

look

long

last

18.

brown

down

barn

19.

will

step

still

20.

always

away

across

Sonny Takes a Walk

1.



The name of this duck is Sonny.
Sonny lives in a picture book.
But Sonny wants to live
on a farm.

What will Sonny do ?

jump in a book
run away
jump under a book

2.



Sonny likes to eat corn.
There is a big dish of corn
here for Sonny.

Now what do you think
Sonny will do ?

tell his name
eat the corn
run along the road

3.



Sonny walked along the road.
He jumped into a pond
by the road.

But the water was too cold.
Now what will Sonny do ?

stay in the pond
walk along the road
jump out of the water

4.



Sonny likes warm water.
There is a warm pond
in his picture book.

What do you think
Sonny will do now ?

go back to his book
take a long walk
run along the road

(Use with pages 123-127 in *We Are Neighbours*)
NEW WORDS: Sonny, along, name, road, warm
PURPOSES: To use context clues for predicting outcomes; to improve phrase comprehension.

DIRECTIONS: Direct the children to read the sentences and the phrases which follow them. Have them draw a line under the phrase which correctly answers each question.

Sonny name along road warm

1. Find three things that make you think about bugs.



some can fly
have warm hats
have many baskets
some are little
ride sleds
have two paws
some can crawl

2. Find four things that make you think about a mouse.



has two ears
eats corn
likes cats
lives in a pond
likes to fly
has four paws
runs fast

3. Find four things that tell about a little duck.



likes to splash
has warm shoes
eats corn
can quack
bangs the gate
has four paws
eats bugs

4. Find four things that tell about a turtle.



likes water
eats bugs
likes to fly
sings and jumps
likes to crawl
picks apples
lives in a pond

5. Find four things that make you think of this bird.



can sing
has two hands
has many paws
eats buttons
has warm feathers
is a good pet
lives in a cage

6. Find four things that tell about a monkey.



is a bug
likes to play
has little ears
can sing
likes to dance
makes a noise
lives in water

Listen and Look

Say the words over and over.

Listen to the sound of **a**.

Draw a line under the short **a** in each word as you say it.

Short-a Words



apple	tractor	hand
at	back	bang
am	cat	sang
and	hat	thank

Say the words over and over.

Listen to the sound of **a**.

Draw a line under the long **a** in each word as you say it.

Long-a Words



cake	place	ate
make	take	play
table	gate	race
paper	day	name

Make Rhymes

- | | | | |
|---|-----------------------|--|----------------------|
| 1. A girl called Nan
Jumped and | ran
take
man | 6. Mother will make
A birthday | take
can
cake |
| 2. Did you see the cat
With the yellow ? | sat
made
hat | 7. The children will play
In the house | way
today
man |
| 3. Jean and Ann
Live with | can
Nan
cake | 8. Is this the best place
For the boys to ? | race
gate
back |
| 4. As Jack and Ben sang
The hammers went | bang
sang
make | 9. The new girl is May.
She is walking this | play
sang
way |
| 5. Ben and Jack
Will come | black
back
cake | 10. After the children ate
They ran to the | rain
gate
ran |

(Use with pages 123-127 in *We Are Neighbours*)
PURPOSES: To discriminate between the long and short sounds of *a*; to use picture clues.

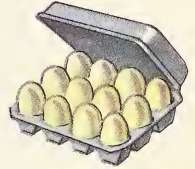
DIRECTIONS: Read and follow the directions at the top of the page with the children. In the second exercise, direct the children to find the word that correctly completes each rhyme and draw a line from the blank to that word.

1. One day Mother asked Jean to put some things away.
Jean put them in three rooms.

Put a box around something Jean put in Mother's room.

Make a ring around the thing that Jean put in her room.

Put X on the thing that Jean put in Jack's room.

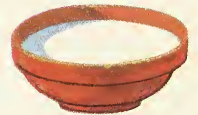


2. Mrs. Goose ran after a big bug.
It got away from her.

Next she went after a fish in a pond. It got away, too.

Then she found an ear of corn.
Mrs. Goose said, "This dinner will not get away!"

Put boxes around the dinners that got away from Mrs. Goose.



3. A funny parade came down the road.
An old horse trotted along.
Next came a duck.
Last of all came a turkey.

Put 1 under the animal who trotted along before the others.

Put 2 under the one who came next.

Put 3 under the one who came last of all.



horse

trotted

goose

room

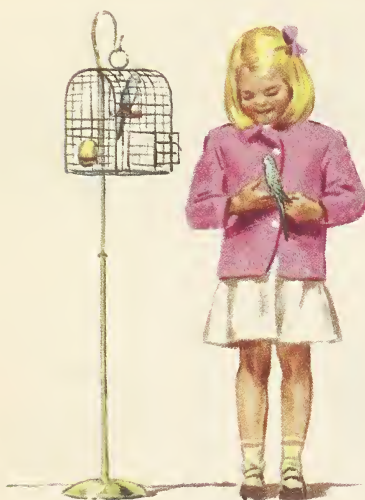
DIRECTIONS: Direct the children to read the sentences in each box and follow the printed directions.

 (Use with pages 128-132 in We Are Neighbours)
 NEW WORDS: horse, trotted, goose, room
 PURPOSES: To read for details; to follow printed directions; to determine the correct sequence of ideas.



Peter wanted Mike to learn
to bring the ball back to him.
Peter would throw the ball.
Then he would talk to Mike.
He would call, "Get the ball!"

Mike would
throw the ball
bring the ball to Peter
catch the blocks



Jean has two new birds.
One bird is called Pretty Boy.
The other is called Chatter.
Jean wants the two birds
to learn to talk.

She is
throwing the cage away
talking to her dog
talking to a bird



Father is in a shoe store.
He wants to get new shoes.
He will put on shoes
to find the ones he wants.
The man is bringing some shoes.
Now Father will
take off his old shoes
take the buttons off his coat
take off the man's shoes

b d t

1. Ben and some other boys

Were playing with their toys.....Make what the boys were
playing with.

c m g

2. It was cold in Jack's boat

So he put on his

Make what Jack put on.

c t b

3. Jack and Jean like to look

At their new picture

Make what they looked at.

r m t

4. Bob will build a little house

For his new pet

Make Bob's new pet.

f b t

5. "Run! Run!" Jack would call

And Mike ran to get the

Make what Mike would
get. ✓

their

DIRECTIONS: Have the children read each rhyme. Help them discover that the missing word is formed by substituting one of the three letters above the rhyme for the first letter of the word in manuscript. Direct them to try substituting each letter before deciding upon the correct word to write in the blank.

(Use with pages 128-132 in *We Are Neighbours*)
NEW WORD: *their*
PURPOSES: To practise substituting initial consonants; to recognize rhyming elements in words; to use context clues.

Can You Tell?

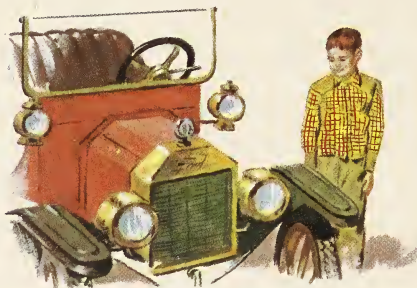
1. Dick went to get some flour.
Is Dick still at the store?

Yes No



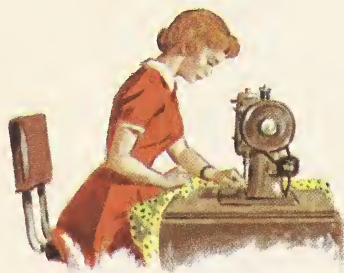
2. Jack looked at an old car.
Is he looking at the car now?

Yes No



3. Mother makes clothes.
The clothes are very pretty.
Can she make clothes here?

Yes No



4. Mother took some flour
to make a cake.
Is Mother still working?

Yes No



5. Father has been cleaning
a very black chimney.
Is Father still cleaning
the chimney?

Yes No



6. Jack has been playing
for a very long time.
Is Jack still playing?

Yes No



(Use with pages 133-141 in *We Are Neighbours*)
NEW WORDS: chimney, flour, been, very, clothes, cleaning
PURPOSES: To draw conclusions; to interpret pictures.

DIRECTIONS: Direct the children to read the sentences and look at the picture in each box.
Have them circle Yes or No.

chimney cleaning flour been very clothes

Who ?

Who was the boy who found work before the others ?	Snipp Snurr
Who was the next one to find work ?	Snapp
Who was the last to find work ?	

What ?

How did the boys get their money ?	They were white as snow.
What did Snipp get on his clothes when he worked ?	They got red shoes for their mother.
What colour were Snapp's clothes after he worked ?	They all found work to do.
What did Snurr's clothes look like after he worked ?	They were black from the chimney.
What did the boys do with their money ?	He got paint all over his clothes.

How ?

How did Snapp earn money ?	He painted a fence.
How did Snurr earn money ?	He cleaned a chimney.
How did Snipp earn money ?	He worked in a flour mill.

Who ?

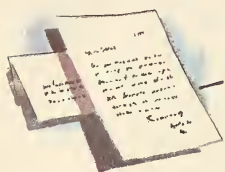
Who were on their way to buy shoes ?	their mother
Who had the best shoes you could buy ?	the shoe man
Who said, " What have you been doing ? "	Snipp, Snapp, and Snurr

Snipp Snapp Snurr earn buy

DIRECTIONS: Direct the children to read the questions in each row. Have them find the correct answer at the right and draw a line from the question to its answer.

(Use with pages 133-141 in We Are Neighbours)
NEW WORDS: Snipp, Snapp, Snurr, earn, buy
PURPOSE: To recall story facts.

Find the Pictures



1.

Peter wished for a letter from Bill.
The letter B is on this paper.



2.

Mr. Black will paper my room.
I will buy some paper for school.



3.

Father will hammer this on the door.
Father has a new hammer.



4.

Mother is cleaning the table top.
Billy earned money to buy a top.



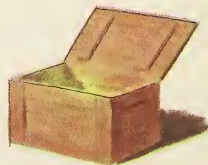
5.

Mr. Fox earns money by painting.
Jean is wishing for this painting.



6.

Open the door and go into the house.
There is an open box in the room.



7.

Jack buttons his new coat.
Jean wants to buy some buttons.



(Use with pages 133-141 in We Are Neighbours)
NEW WORD: wishing
PURPOSES: To extend word meaning; to improve sentence comprehension.

DIRECTIONS: Direct the children to read each pair of sentences and look at the pictures. Have them draw a line between each sentence and the correct picture. Then have them underline the key word that is the same in each pair of sentences.

1.



Did you ever hear

A bluebird sing?

Did you ever hear

The telephone -----?

thing

sang

ring

2.



Betty is my pretty toy.

She cannot walk and see.

She likes to have me talk with her.

She cannot talk to -----.

me

bee

Mike

3.



Jack lost a paper.

He put it in a book.

Will he ever find it?

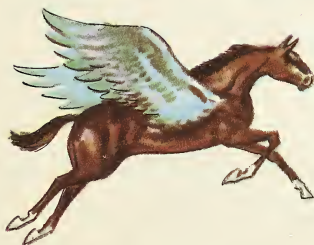
Yes, when he will -----.

see

look

book

4.



Who ever saw

A horse that could fly?

Did you ever see one?

No, not -----.

I

my

Jack

5.



When Dick had a party

All of us came.

We ate cake and ice cream

And played a new -----.

ever

name

game

play

1. Mother has a new cover on her table.

It is a pretty green cover.

Put an X on the table with the cover on it.

Put a ring around the table without a cover.



2. Billy put a little fish in the round bowl.

He put the bowl on the table.

Put an X on the bowl with the fish swimming in it.

Put a ring around the bowl without a fish.



3. Dick is ready to go for a swim in the sea.

Tom is not ready to swim in the sea.

Put an X on Dick.

Put a ring around Tom.



4. Joe has two new books.

One book is about a starfish.

The other is about a bus.

Find the book with a starfish on the cover.

Make a ring around it.



5. There is a cover on one bowl.

There is no cover on the other bowl.

Put an X on the bowl with the cover on it.

Put a ring around the bowl without a cover.



6. Billy wanted to swim in the sea.

On the way he stopped to look at a starfish.

Then he jumped in the water.

Put an X on the best picture for this story.



1. Some children went to the sea.
They walked on the wet sand.
They picked up coloured stones
and little starfish.
Dick said, "It is fun
to find things by the sea."

What is the best name
for this story ?

Dick Watched the Parade
Susan and the Big Stone
Finding Things by the Sea

2. Bob and Bill liked to race
on the wet sand.
They would run to an old
boat on the sand.
Father watched them
to see who would win the race.

What is the best name
for this story ?

A Big Stone
A Race on the Sand
The Airplane Race

3. Betty made a sand house
with a little stone walk.
Then the sea came
and splashed over the house.
It covered the sand house
and took it away.

What is the best name
for this story ?

Betty's Sand House
A Little Stone Walk
A Garden in the Sand

4. Mike watches the children.
He does not like to swim.
He does not like the big
splash of the sea.
Mike does not like to get wet.
The children laugh to see
Mike run away from the sea.

What is the best name
for this story ?

Mike Likes to Swim
Mike at the Sea
Mike Runs to the Water

does sand wet stone watch.

(Use after page 149 in We Are Neighbours)
PURPOSES: To co-ordinate auditory and visual recognition of rhyming words; to use picture clues.

DIRECTIONS: Direct the children to look at the picture in each box and say its name. Have them draw a line under the other words in the box which rhyme with the name of the object pictured.

1.



run
our
fun
zoom

2.



then
live
Ben
when

3.



stop
earn
hop
drop

4.



that
Pat
paw
ball

5.



house
bring
rain
sing

6.



walk
honey
sand
and

7.



bee
see
soon
three

8.



then
tied
them
hen

9.



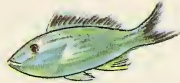
could
Ann
can
ran

10.



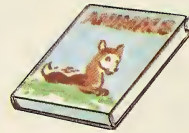
ate
coat
talk
goat

11.



wish
win
dish
far

12.



honey
look
brook
room

13.



make
take
cake
last

14.



dog
cry
frog
by

15.



man
paw
Ben
Nan

16.



far
car
corn
stone

17.



ride
hide
barn
side

18.



win
was
call
in

A turtle was looking around
to see if he could find some bugs.

Soon he ate many black bugs.

He crawled to a stone.

Just then he turned and saw
one more black bug.

What happened next?

1. The turtle went to sleep.
2. The bug turned into a stone.
3. The turtle ate one more bug.

Joe was ready for school.

He had on his coat and hat.

But when he went to the door,
what did he see?

Rain was splashing on the walk.

Joe said, "It is raining."

What happened next?

1. Joe put his rubbers away.
2. Joe put on his rubbers.
3. Joe turned over to sleep.

An owl lived in an apple tree.
He was turning around to see
if his feathers were clean.

The owl bumped into an apple.

Down went the apple on a fox
who was sleeping under the tree.

What happened next?

1. The fox put on his rubbers.
2. The owl ate one more apple.
3. The fox jumped in surprise.

Mother said she would make
nut bread if Jack would help.

She had a bowl, three eggs,
some flour, and water.

Still she could not make
the nut bread.

What happened next?

1. Jack went to get bread.
2. Jack went to get some nuts.
3. Mother got some more flour.

rubbers if owl turning more happened

1. What buzzes ?

Telephones buzz when they ring.

A fly

The bees are in the tree.

buzz

buzzes

buzzing

2. Who is fishing ?

Bill fishes in the pond on Saturday.

Father is from the boat.

Jack likes to, too.

fish

fishes

fishing

3. Who wishes ?

The girls wish they could have a party.

Peter he had a ball.

Jean is for a new dress.

wish

wishes

wishing

4. Who can catch ?

The boys will catch fish today.

The frog a fly.

Bob is many yellow fish.

catch

catches

catching

5. Who is watching ?

Mike watches the monkey.

The dog is Mike.

The two dogs the cat.

watch

watches

watching

6. Who dresses ?

Patsy dresses for school.

Jean is for the party.

The girls in pretty clothes.

dress

dresses

dressing

1. This is a mother dog's baby.
2. Find a little sea animal.
3. Here is an animal that can fly.
4. Find something to put on when it rains.
5. Most houses have this.
6. Here are the people next door.

- chimney
- starfish
- 1 puppy
- rubbers
- bird
- neighbours

1. We do not go to school on this day.
2. You open this to go into the house.
3. This animal has a tail.
4. A hammer makes this noise.
5. You see this by the seaside.
6. You can tell time by looking at this.

- sand
- Saturday
- puppy
- bang
- door
- watch

1. A singing bird would live here.
2. This is something to put on.
3. Mother makes a cake in this.
4. This bird likes to fly at night.
5. This animal has a soft warm coat.
6. This is something a puppy has.

- tail
- bowl
- clothes
- owl
- kitten
- cage

1. A turtle may sleep under this.
2. This animal can swim in the sea.
3. This is soft and white.
4. You can see this on top of a house.
5. You hear this when you take a picture.
6. Find something round for a puppy.

- chimney
- click
- flour
- ball
- stone
- fish

puppy soft tail

Can You Tell ?

1. White Kitten was eating.

A puppy was standing
in front of her.

White Kitten said, "S-s-s-s-s!"

This made the puppy afraid.

So he ran away.

What made the puppy run away ?

1. He was afraid of the owl.
2. He was afraid of the kitten.
3. He was standing still.

2. The children had a party.

They played a game called
"Put the Tail on the Cat."

The children laughed at Jack
when it was his turn.

He put the tail on the cat's nose.

What made the children laugh ?

1. The cat had no nose.
2. The puppy lost his tail.
3. The tail was on the nose.

3. Mike was standing

in the front yard.

A big red fire truck went by.

Mike ran after the fire truck.

"Come back, Mike," Jack called.

Jack was afraid
that Mike would get lost.

What made Mike run ?

1. Mike saw the birds.
2. Mike was afraid of Jack.
3. Mike saw a fire truck.

4. Happy was in the house.

He saw the children playing
outdoors.

Happy opened the front door.

He went to find the children.

Soon the house was cold.

The door was standing open.

Why was the house cold ?

1. The door was standing open.
2. Happy was lost.
3. The children were happy.

(Use with pages 157-162 in *We Are Neighbours*)
NEW WORDS: afraid, front, standing
PURPOSES: To form judgments, to find the main idea of a new story.

DIRECTIONS: Direct the children to read each story and the question at its right. Have them draw a line under the correct answer to each question.

afraid front standing

DIRECTIONS: Direct the children to pronounce the names of the objects pictured and listen for the sound of the first two letters. Have them write the names of the objects on the blanks below the pictures. In the second exercise, direct the children to read the riddles and draw a line around the picture that is the answer to each riddle.



pl _____



st _____



sn _____



sl _____

plant

sled

snowman

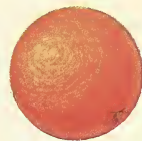
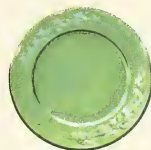
starfish

1. It is little and round.

It is something to eat.

It has a name that starts with pl.

It is a



2. It likes to crawl.

It takes a house around with it.

It has a name that starts with sn.

It is a



3. It is pretty.

You can see it at night.

It has a name that starts with st.

It is a



4. Here are two toys.

You can race fast with them.

Their name starts with sl.

They are



Use with Bridges in We Are Neighbours
PURPOSES: To recognize initial consonant blends pl, st, sn, sl; to use picture and context clues.

Vocabulary Test IV, Part I

(Use after page 162 in *We Are Neighbours*)
PURPOSE: To test recognition of the new words presented in Unit IV.

DIRECTIONS: Direct the children to read the words in each box, listen to the word the teacher pronounces, and draw a line under that word. See page 112 for the list of words to pronounce and for complete directions for giving the test.

1. Sonny Saturday Funny	2. some swim warm	3. shoes does door	4. went get wet	5. home house horse
6. noise game name	7. ear earn ever	8. but buy bug	9. catch wish watch	10. owl bowl old
11. Snipp Snapp Snurr	12. starfish started fishing	13. ready round road	14. bang bugs bags	15. front flour four
16. clicking cleaning crawling	17. again after along	18. hand sand soft	19. if it of	20. turtle tractor trotted
21. children chicks chimney	22. wishing fishing watching	23. warm watch farm	24. raccoons rabbits rubbers	25. been bee best

Vocabulary Test IV, Part II

1. goose room guess	2. have very over	3. store many more	4. Puppy Snapp Snipp	5. block boat bowl
6. gone stone store	7. apple happened happy	8. three their throw	9. road room soon	10. cover over ever
11. clothes chimney others	12. oh if off	13. puddle puppy happy	14. very earn ever	15. starting standing starfish
16. off some soft	17. talking walking telling	18. afraid along after	19. saw sea sat	20. throw three their
21. from frog front	22. tail take talk	23. talking cleaning turning	24. Snipp Snurr Susan	25. oh on no

DIRECTIONS: Direct the children to read the words in each box, listen to the word the teacher pronounces, and draw a line under that word. See page 112 for the list of words to pronounce and for complete directions for giving the test.

USE THIS PAGE TOZ IN THE NEIGHBOURS
PURPOSE: To test recognition of the new words presented in Unit IV.



Little Mrs. Gray lived on a farm. One day she said, "After breakfast I will go to the big city. I will buy some warm clothes."

It was a cold morning, so she put on many warm clothes. Then she took her basket and started to the city.

Soon the sun came out. Little Mrs. Gray was too warm. She took off one coat and put it in her basket.

She was still too warm, so she took off another coat. Next she took off her hat. Then she took off her mittens. She put them in the basket too.

Little Mrs. Gray went on her way to the city.

She went into a store to buy some warm clothes. Then she looked in her basket.

Little Mrs. Gray laughed. "I have too many warm clothes now," she said. "I do not want any more."

"I know what I will buy," said Little Mrs. Gray.

Guess what she got!
Ice cream !

"Ice cream is the best thing to buy today," said Little Mrs. Gray.



Mrs. Gray started to the city after
Mrs. Gray wanted to buy some
She took a ---- to the city.
On her way she took off her
She got some ---- in the city.
She did not want any more

dinner	breakfast
breakfast	clothes
chick	basket
coats	shoes
ice cream	clothes
clothes	farms

breakfast

any

Gray

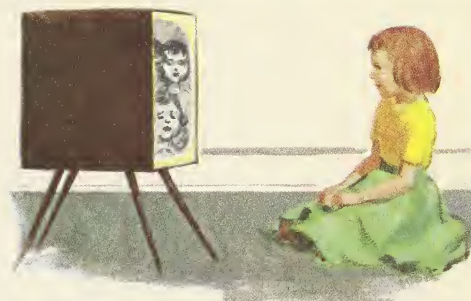
Jean listened to a noise outdoors.
It was the milkman bringing milk
to Jean's house.

Jean went to get the milk.
She took it to Mother.
Then she ate breakfast.



What happened first? ---- Jean took the milk to Mother.
What happened next? ---- Jean listened to a noise.
What happened last? ---- Jean ate breakfast.

Betty likes to listen to TV.
One day Betty was listening
to some children singing.
First the little girls sang.
Then the little boys sang.
Last, the boys and girls sang together.



What happened first? ---- The boys and girls sang.
What happened next? ---- The boys sang on TV.
What happened last? ---- Betty listened to the girls sing.

Susan bumped into a bowl of milk.
Over went the milk with a splash.
The milk splashed all over
Susan's table and chair.
Mother cleaned the milk from the table
and the chair.
Then Tabby cleaned up the milk
under the chair.



What happened first? ---- Tabby cleaned up the milk.
What happened next? ---- Susan bumped into a bowl of milk.
What happened last? ---- Mother cleaned the chair and table.

milk

listened

first

Every night Ginger got the paper.

When she took the paper to Father
he gave her something to eat.

One night Ginger took the paper
into the house.

Then she got the neighbour's paper.

"This is not our paper," said Father.

"Jump over the wall, Ginger.
Take this paper back to the people
next door."



Put a ring around the paper.

Make an X on the wall.

Put a box around the one
who will jump over the wall.

Make an O on the one
who wanted Ginger to jump
over the wall.

Betty stirred some flour and water
together. She wanted paste for some pictures.

After Betty had stirred the paste
Mother called her outdoors.

Tabby jumped up on the table.
She put her paws into the paste.

Then Tabby walked on Betty's pictures.
The pictures would not come off her paws.

Betty laughed when she saw her kitten.
Tabby had a picture on every paw.



Put an O over Tabby.

Put a box around the paste.

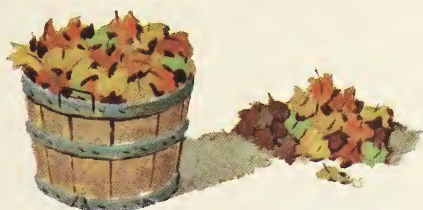
Put an X on the one who stirred
flour and water to make paste.

Make a ring around
one of Tabby's paws.



The puppy will _____
the paint over.
tip top

Put O over the one who is
running too fast.



Most of the _____
are in the basket.
leaves learn

Put X on the leaves that
are not in the basket.



Pat's frisky little puppy was
_____ in the leaves.
running raining

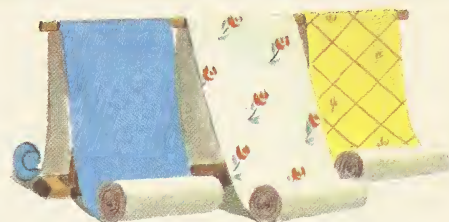
Put a big X on the tip
of the puppy's tail.

running tip



Mr. Hill papers the walls
the _____ way.
right night

Put a big X on Mr. Hill and
a little X on a wall.



Peter's room will have new
blue _____
walls walks

Make a ring around the
right paper for Peter's room.



The man has _____
his paste. See him work.
stopped stirred

Make a ring around
what the man stirred.

right leaves

1. Jack and Jean went to the farm.
They went for a walk along the road.
They -----
by Big Pond to see some fish.

stop
stopped
stopping

2. Jean watched the fish.
She had some bread for them to eat.
She -----
the bread into the water.

drop
dropped
dropping

3. Soon it started to rain.
The children saw an old horse.
He trotted along the road.
He was ----- to his barn.

trot
trotting
trotted

4. Two rabbits were hopping home.
They wanted to get out of the rain.
They had to -----
fast to get under a tree.

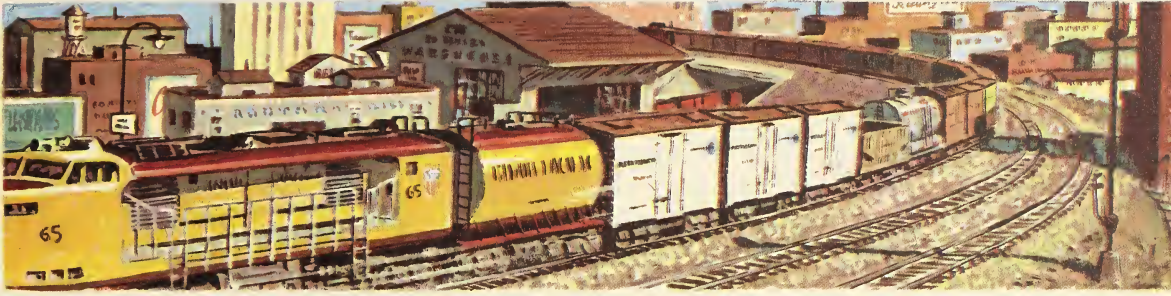
hop
hopping
hopped

5. A mouse popped up by the side of the road.
A drop of rain splashed on his nose.
Soon he would -----
back into his little house.

pop
popped
popping

6. The children wanted to get out of the rain.
They ran to the house.
When they got there, the rain
had -----.

stop
stopping
stopped



1. An express train went to the farm one day.

It was loaded with clothes, dishes, tables, and chairs.

A big engine made the train go very

first

fast

2. The farm people had big loads ready for the train.

They loaded it with eggs, apples, corn, and milk.

The big engine would take the train from the farm warm

3. A man from the farm had a big box.

The box was put in a car on the train.

The train went "Too-oo!"

Away went the rain train

4. A noise was coming from one of the cars.

It was coming from the big box.

The box from the farm was coming open over

5. Little turkeys were coming out of the box.

They ran around in the car. A man ran after them.

He ran fast to the baby turkeys.

watch

catch

6. Soon all the turkeys were back in their box.

The express train went to the city.

What a funny to have on an express train.

road

load

express

loads

coming

engine

What Can Animals Do ?

Horses

trot

tree

Dogs

place

play

Turtles

crawl

crying

Bears

sled

sleep

Birds

flour

fly

Elephants

stone

stand

What Can Children Do ?

Children play

drop

drums

Children like

from

friends

They build with

black

blocks

They eat

breakfast

brings

They buy

gray

groceries

They win

pretty

prizes

They make a

snowman

Snipp

They ride on

trains

trees

(Use with pages 73-75 in We Are Neighbours)
PURPOSE: To improve auditory and visual recognition of initial consonant blends tr, pl, cr, sl,
fl, st, dr, fr, bl, br, pr, sn.

DIRECTIONS: Direct the children to write the correct word in each blank or draw a line under it.
Then have them draw a ring around the first two letters in each word.

Do You Know ?

1. Mrs. Brooks and Jack and Jean
and Peter went to town

on the express train
on the street car
on the bus

2. They got off the bus in town.
They went

to the picture store
to the living room
to the TV store

3. Mr. Long said he would come
to their house. He came

with a black box
with a black fox
with his blocks

4. Mother said, "Come in,
Mr. Long. The TV is"

on the wall
in the living room
in the schoolroom

5. Jack wanted Mr. Long to hurry.
He wanted to hear

Story Town Parade
Pet Town Parade
The School Parade

6. Mr. Long turned the TV on.
Then the children heard

a new story
a B-r-r-r
a girl sing

7. He worked on the TV again.
When he turned it on

the living room buzzed
the picture jumped
he turned it off

8. Mr. Long wanted to make
the picture better. He

turned something
cleaned something
painted something

9. Mr. Long turned the TV on
again. The children heard

soft noises
a big bang
a girl sing

10. They heard a man talking.
He said, "You are listening to"

The Living Room
Story Town Parade
Story Time Fun

town

living

heard

Mr. Brooks wants to buy
a new TV for his home.
He will give it to his children.
Where will he go to buy
the new TV? ----

1.



Mother wants some pies.
She wants the baker to make
five apple pies for a party.
She will go to see the baker.
Where will she go? ----

2.



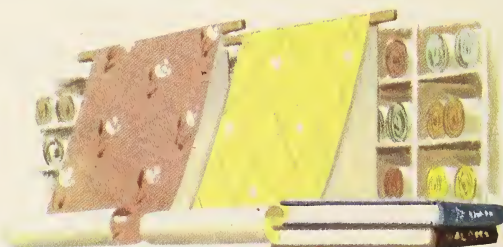
Mary Ann wants a new book.
She wants to take the story
book to school.
Where will Mary Ann go
to get the book? ----

3.



Mr. Black wants to get
some baby chicks for his farm.
Five boxes of chicks
will come on the train.
Where will he go for them? ----

4.



Mrs. Long wants some
wall paper for her living room.
She wants some paste too.
Where will Mrs. Long go
to get paper and paste? ----

5.

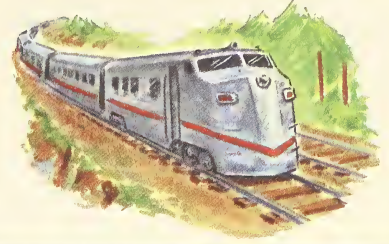


(Use with pages 183-186 in *We Are Neighbours*)
NEW WORDS: baker, pies, five
PURPOSES: To predict outcomes; to improve the ability to use context and picture clues; to see relationships.

DIRECTIONS: Direct the children to read each paragraph, find the picture of the place described, and write the number of that picture in the blank.

What Sound Did You Hear?

Here is a picture of a **train**.



Say **train**. When you see **ai** together, you hear the long sound of **a**.

Say the words. Listen to the sound of **ai** in each word.

Make a ring around the letter you hear.

paint afraid

rain tail

Put the right **ai** word in each sentence.

1. Jack and Ben
a wagon.

tail rained

2. They started to build a toy

train painted

.....

Here is a picture of a **goat**.



Say **goat**. When you see **oa** together, you hear the long sound of **o**.

Say the words. Listen to the sound of **oa** in each word.

Make a ring around the letter you hear.

load coat

road boat

Put the right **oa** word in each sentence.

1. A horse and wagon came down
the

coat boat

2. There was a
of corn in the wagon.

road load

Johnny's Five Brothers



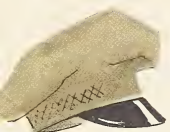
Johnny has five big brothers.
They all like their work.
One brother looks after an engine
on a train. He is -----.

a trainman
a fireman
a bus driver



One brother works on a boat.
He likes to go to sea.
He has a blue coat when he works.
He is -----.

an expressman
a baker
a boatman



Johnny's next brother takes people
all over town.
People like to ride with him.
He is -----.

a telephone man
a bus driver
a postman



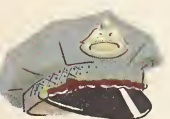
One of Johnny's brothers
can fly over the town.
He takes people on long rides.
He is -----.

an airplane man
a TV man
a bus driver



One brother rides on a red engine.
He puts out fires in houses.
He is not afraid of the fires.
He is -----.

a boatman
a fireman
a bus driver



Johnny thinks it would be fun
to be a bus driver or a fireman.
He thinks it would be more fun
to bring letters. He wants to be -----.

a baker
a postman
a telephone man

brothers

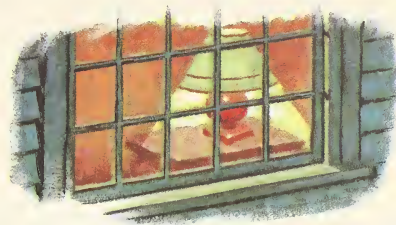
Johnny

driver

(Use with pages 187-189 in We Are Neighbours)
NEW WORDS: brothers, Johnny, driver
PURPOSES: To make generalizations; to promote phrase comprehension.

DIRECTIONS: Direct the children to read each paragraph and draw a line under the phrase at the right which correctly completes the last sentence.

There is a light in the window of a house.
There is a light in the window of a bus.
There are many lights in the window.



Two kittens have baskets for beds.
Three kittens have baskets for beds.
Each of the kittens has a bowl of milk.



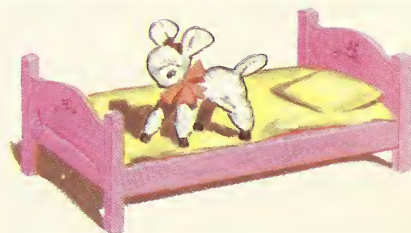
The lazy dog is sleeping on the chair.
A dog who runs after a truck is not lazy.
The lazy dog is sleeping under the chair.



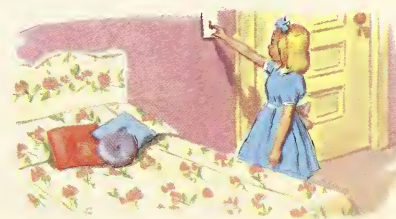
Each boy has some ice cream on his dish.
One boy does not have any cake.
Each boy has some cake on his dish.



A toy lamb is on a little toy bed.
The toy lamb is under the toy bed.
The story book is under the little bed.



Jack turns on the light in his bedroom.
Jean turns on the light in her bedroom.
Jean is watching TV with her friend.



bed

light

each

lazy

The man who brings the milk is the	playhouse
A little house for playing is a	barnyard
When it is cold we put on coats to go	milkman
The place beside the barn is the	outdoors

I can hear my mother pop the	boatman
We had a picnic at a table by the	roadside
The man in the big blue boat is a	popcorn
Jack had on at his uncle's farm.	overalls

Peter was playing a game on the	schoolhouse
Children are at work in the	fireman
Bob will bring his new	sidewalk
The man in the red truck is a	football

1. Find other in another.
 Find every in everything.

2. Find light in lighthouse.
 Find any in anywhere.

3. Find sea in seaside.
 Find ball in basketball.

4. Find out in outdoors.
 Find day in today.

5. Find some in somewhere.
 Find man in trainman.

6. Find yard in barnyard.
 Find school in schoolhouse.

7. Find on in upon.
 Find may in maybe.

8. Find times in sometimes.
 Find corn in popcorn.

9. Find out in without.
 Find side in outside.

10. Find express in expressman.
 Find boy in cowboy.

Vocabulary Test V

1. faster breakfast brothers	2. Green Garden Gray	3. brook brothers brown	4. very ever every	5. loads leaves light	
6. living learning wishing	7. dress drop driver	8. paste paint last	9. night right ride	10. coming crying living	
11. Jingle Jean Johnny	12. Ginger Driver Wishing	13. stopped stirred stayed	14. leaves learn prizes	15. baker makes brother	
16. express engine earning	17. listened laughed stirred	18. turning morning running	19. enough elephant express	20. lazy last leave	
21. down town turn	22. hears hide heard	23. top tip time	24. place pick pies	25. find five live	26. Milk Mike Mill
27. bed red bee	28. many any away	29. fast best first	30. eat each earn	31. night light like	32. call will wall

PURPOSE: To test recognition of the new words presented in Unit V.
pronounces, and draw a line under that word. See page 112 for the list of words to pronounce
and for complete directions for giving the test.

Find the Right Word

1. Is Jean's new kitten black
or -----?

play stay gray

2. The kitten can roll up
into a -----.

wall ball call

3. Why does a bus stop
at a red -----?

right night light

4. Four or five children
play this -----.

name same game

5. Ann and her brother
like to -----.

sing bring ring

6. There is a boat story
in Peter's new -----.

took look book

7. Joe's house was at the top
of a -----.

will bill hill

8. Jean will cut her
birthday -----.

bake cake make

9. Ben can tell us why
----- live in the sea.

dish wish fish

10. Patsy cut out green and
----- paper trees.

town down brown

NEW WORDS: cul, why, or
PURPOSES: To practise recognition of rhyming elements in words; to use context clues.

DIRECTIONS: Direct the children to read each sentence and find the word that correctly completes it. Have them write that word on the line. When the exercise has been completed, have them make a ring around the phonogram in each manuscript word.

cut why or



- Aunt Susan made cup cakes.
- She has a white stove.
- A little dog has climbed on the chair.
- There is a white pan on the stove.
- Uncle Dick is in the room.
- Billy has his farm hat in his hand.
- This is a pretty bedroom in a farmhouse.
- There is a cup on the stove.
- There are more cup cakes on the table.

- Ebenezer, the tractor, is helping Uncle Dick.
- Billy has climbed up into the apple tree.
- Ebenezer is eating one of the cup cakes.
- Billy has climbed on the wall.
- Uncle Dick is eating one of the cup cakes.
- There is a garden gate in the picture.
- Aunt Susan is eating one of the cup cakes.
- A funny man is helping take care of the corn.



Ebenezer

cup

stove

climbed

The Turners' Trip

The Turners got ready for a trip.
They were going to the sea first.
What would they take with them
when they went to the sea? ----

The Turners went to the mountains.
They fished in a mountain brook.
Where did they sleep when
they were in the mountains? ----

On the trip all the Turners
went to a big city.
What did they see when they went
to the big city? ----

The Turners went to the farm
and stayed for three days.
Can you find two little animals
that had a race at the farm? ----

It was Dot's turn to tell the others
where she wanted to go next.
Where did little Dot want to go
on this wonderful trip? ----

1.



2.



3.



4.



5.

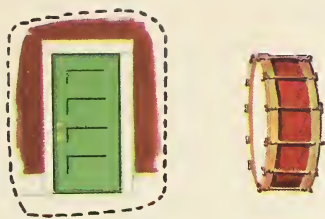


NEW WORDS: Turners' trip, mountains, Dot
PURPOSES: To use picture and context clues; to see relationships; to recall story facts.

DIRECTIONS: Direct the children to read each paragraph at the left and find the picture to which it refers. Have them write the number of that picture in the blank.

Find the Right Picture

1.



d _ _ r

2.



g _ _ t

3.



b _ _ d

4.



b _ _ l

5.



b _ _ t

6.



w _ _ l

7.



p _ _ r

8.



m _ _ n

9.



b _ _ k

10.



f _ _ x

11.



h _ _ k

12.



j _ _ t

13.



k _ _ n

14.

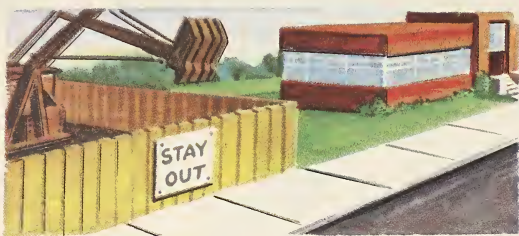


l _ _ n

15.



d _ _ l



There was a big steam shovel in the yard next to a school.

Around the yard was a fence. A sign on the fence said, "Stay out!"

One day some boys played ball. The ball went over the fence.

The boys could not get the ball. Then a man made the steam shovel pick up the ball. He let it drop into the school yard.

1. A steam shovel was in a
house yard fence

2. A sign on the fence said, ".....".
Stay out Stay here Come out

3. A ball went over the
steam shovel boy fence

4. A good name for this story is
A Good Bus Driver
Watching Steam
A Steam Shovel Helps



A man wanted a new house. He cut down some trees to make a log house.

He cut some windows and a door in the log house.

He put a stove and a chimney in it.

When the house was ready, he asked his neighbours to a party.

They all had a good time in the new log house.

1. A man wanted a
fire farm house

2. He made his house from
leaves brown paper logs

3. He asked people to a
party pretty place

4. A good name for this story is
Picking Nuts
A New Log House
Watching the Farm

1.

A little caboose was standing at the top of a mountain. He wished an engine would take him away.

But no engine wanted him. He was old and his paint was gone.



2.

One day the little caboose said, "I will not stay here any more. I will go down the mountain."

He started down the mountain. Faster and faster he went.



3.

Soon he came to the station. Jerry, the station man, called, "Stop! Stop, little caboose!" The little caboose could not stop. He went on faster and faster.



4.

Then he came to a hill. He started up the hill. Then he started to roll back. He rolled down to the station. He said, "How happy I am to stop!"

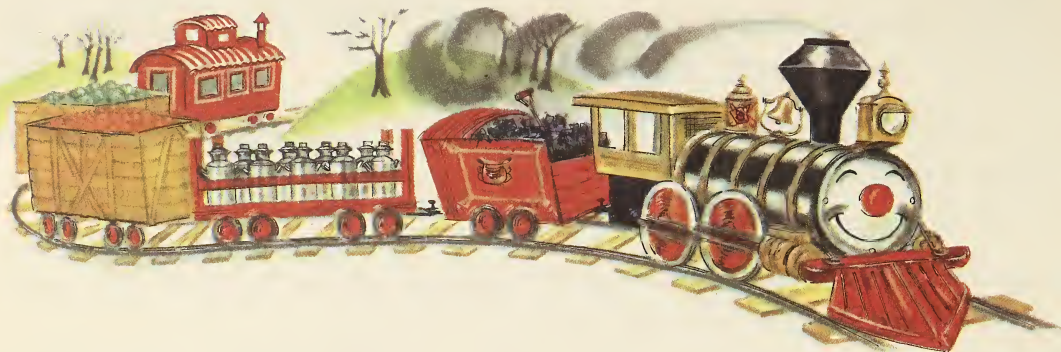


- The caboose went fast down the mountain.
- He was happy to be back at the station.
- The caboose was standing at the mountain top.
- Jerry called, "Stop! Stop, little caboose!"

caboose

Jerry

station



1.
One morning Little Engine
started down the track to the city.
He went until he came to a man.
The man shouted,
"Go back to the station!
You did not take your cars!"

2.
Little Engine had to go back
to the station.
There he got his cars loaded
with things from the farm.
Then he started down the track
for the city.

3.
Little Engine went on his way
until he came to the man again.
The man shouted,
"Where is your red caboose?
Go back to the station
and get your caboose."

4.
Little Engine went back
to the station again.
He got his red caboose.
Now he was ready to start.
He did not stop
until he came to the city.

- Little Engine took his cars and
red caboose to the city.
- Little Engine went back to the station
to get his cars.
- Little Engine started to the city
without his cars.
- Little Engine started to the city
without his caboose.

until track shouted



1. I will sit in the corner
The room has four corners

2. The white is running very fast. horse
The black are not running fast. horses

3. The goose has many feather
This white came from her tail. feathers

4. Mother made three for dinner. pie
The children ate an apple pies

5. Betty has one big brother
Susan has two little brothers

6. I would like to climb a mountain
The are very big. mountains

7. Peter lost one of his brown shoe
Now he has just one brown shoes

8. There are many by the pond. stone
Did you drop a into the water? stones

1. Mother told Peter to go
for some groceries.

She him to get some fruit.

want
wants
wanting

2. A truck stopped by the side of a road.
It could not go without gasoline.

The driver to a gasoline station.

walk
walked
walking

3. The big steam shovel can dig sand
very fast.

It is in the road.

stand
stands
standing

4. The children had a birthday party.
They ate fruit and nuts.

They to each other.

talks
talked
talking

5. The children turned on TV.
They looked at "Story Time."

They to a story.

listens
listened
listening

6. Jack climbed an apple tree
to get some fruit.

He is five big apples.

pick
picked
picking

7. Mike will dig in the garden.
He will hide something there.

Then he will it up.

cover
covered
covering

8. An old car was at the gasoline station.
A man put some gasoline in the car.

Then it went down the road.

bumps
bumped
bumping

gasoline told dig fruit

Use with pages 218-223 in We Are Neighbors.
NEW WORDS: gasoline, told, dig, fruit
PURPOSE: To practise recognition of changes in the form and meaning of verbs made by adding endings (s, ed, ing).

DIRECTIONS: Direct the children to read the sentences in each row, look at the three words at the right, and write the word that correctly completes the last sentence.

1. All the boys want very much
to go on a fishing trip.

wish
watch

2. They were up with the sun
this morning.

at sundown
at daylight

3. They will get enough fish to eat
for breakfast.

catch
watch

4. A blue airplane is going over
the houses and stores.

flying
walking

5. The children looked at the frogs
jumping in the pond.

watched
walked

6. The boys and their father had fun
on the fishing trip.

funny
a good time

7. The last car of the long train
was painted red.

engine
caboose

8. The tops of the trees by the road
were white with snow.

treetops
logs

9. The big blue buses crawled
up the hill to the station.

went fast
did not go fast

10. Father and I put paper on
the living-room wall.

picture
papered

Listen and Look

Say each word over and over.

Listen to the sound of e.

Draw a line under the short e in each word as you say it.

Short-e Words



dress	sled	wet
get	hen	yes
best	red	pet
them	let	then

Say each word over and over.

Listen to the sound of e.

Draw a line under the long e in each word as you say it.

Long-e Words



bee	he	green
enough	she	we
me	sleep	street
wheel	three	tree

Make Rhymes

1. Patsy, can you guess **dress**
The colour of my ---- ?

5. Go to sleep,
My little ----. **sheep
sled
street**

2. Run and get **let
pet
met**
Your little ----.

6. Peter will be **see
then
tree**
By the green ----.

3. Jack and Fred **street
red
sled**
Have a new ----.

7. The hens will eat **green
wheat
sleep**
Some yellow ----.

4. Bill and Ben **when
hen
help**
Have a red ----.

8. The children see **me
three
bee**
A honey ----.

A Surprise in the Cellar

1. Jack wanted to find his train.
He looked in his room. The train
was not in his room. He looked
in the living room.

He could not find it.

2. "Mother," Jack called.
"Did you see my train?"

Mother said, "Father knows
where it is. He is in the cellar.
Have you looked in the cellar?"

3. Jack went to the cellar.
Father had put his train
on a table. He had made little
trees and hills and a station
beside the tracks.

4. "Oh," said Jack. "What a
surprise! Thank you, Father.
What a good place for a train!
You have made it look like
a big train."

Put S on the station.

Put H on the hills.

Put a box around the caboose.

Put T on four of the trees.

Put an O on one of the signs.

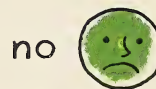
Put X under the engine.



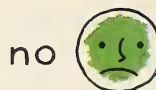
Do You Know?

Read each sentence. If the sentence is true draw a line to yes. If it is not true draw a line to no.

1. Mike and Ann had cut away mountains.
2. Mary Ann worked faster than gasoline shovels.
3. A town was going to build a new school.
4. Mike and Mary Ann went to the town.



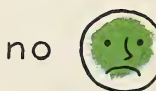
5. A farmer took Mary Ann to the town hall.
6. Mike said they could build a cellar in a day.
7. A boy came along with a wagon.
8. A farmer watched Mike and Mary Ann.



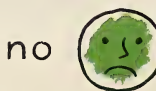
9. Mike told the men not to watch him.
10. Many people came to see them dig the cellar.
11. Mike and Mary Ann worked fast.
12. When more people came they worked faster.



13. The farmer told Mike to sit down.
14. Mike shouted when the walls were cut.
15. The steam shovel climbed from the cellar.
16. Some men took Mike and Mary Ann away.



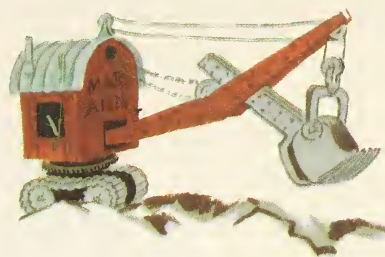
17. Mary Ann was going to be a furnace.
18. Mike Mulligan went to another town.
19. Two men took the new furnace away.
20. Mary Ann still sits under the new town hall.



Mulligan hall farmer furnace sit men

Fred made a big snowman.
He gave it to a boy named Pat.
Pat gave Fred a basket of fruit.
Find something that took the fruit
from Pat to Fred. ----

1.



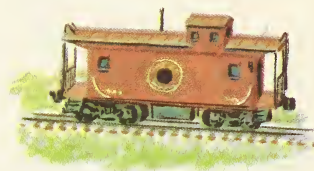
Ebenezer was a big help
on the farm. He worked all day.
He did more work than
many horses together.
Who helped at the farm? ----

2.



Mary Ann helped Mike Mulligan
build good roads.
They went to a little town
to dig a cellar for the town hall.
Who helped Mike Mulligan? ----

3.



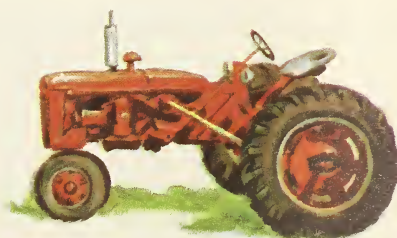
A big train is coming
down the track. There are
many cars in this big train.
Can you find the last car
of the train? ----

4.



The Turners took a long trip.
They went to the sea and
to the mountains. They went
to the farm and to the city.
In what did they ride? ----

5.



Vocabulary Test VI

(Use after page 233 in *We Are Neighbours*)
PURPOSE: To test recognition of the new words presented in Unit VI.

DIRECTIONS: Direct the children to read the words in each box, listen to the word which the teacher pronounces, and draw a line under that word. See page 112 for the list of words to pronounce and for complete directions for giving the test.

1. cabbage caboose cellar	2. Engine Ebenezer Elephant	3. Morning Mouse Mulligan	4. Jerry Jack Jean	5. friend farm fruit	
6. cherry colour cellar	7. station starfish standing	8. flour farmer furnace	9. uncle until under	10. corner caboose colour	
11. fruit furnace friend	12. track tractor truck	13. stove stone start	14. shall shouted shovelled	15. climbed clicked cleaned	
16. Turners Ebenezer Tractors	17. sleep steam cream	18. gasoline groceries gardening	19. matter mountains mornings	20. shoes shovels shouted	
21. log long frog	22. hand hall wall	23. told tied trip	24. Dog Not Dot	25. top told cold	26. fly why way
27. big dig dish	28. cut but nut	29. pop cup cut	30. then men when	31. or on of	32. it sat sit

Jack has a new book. He looked at this picture in his new book.

What do you think he said?

1. The cat has a silk dress.
2. I never saw a cat do this.
3. That's just like my cat.



Ben took a book from the book table. He found this picture in his book.

What do you think he said?

1. A duck jumped over a stick.
2. The eggs will drop and break.
3. The eggs will not break.



Patsy liked her book. She laughed when she saw this picture in her book.

What do you think she said?

1. The cow has a big stick.
2. Cows do not have silk dresses.
3. All cows have silk dresses.



Betty saw this picture in a book. She told the other children about it.

What do you think she said?

1. Airplanes cannot fly like this.
2. This story did not happen.
3. That's how my friends fly.



silk stick break that's

The King's Gardener and the Monkeys



1. The king's gardener ----
stayed in the garden
watered the new trees
went to see the king

2. He told the monkeys to ----
go to the parade
water the fruit trees
eat fruit and nuts

3. The trees had to be watered ----
before the sun came up
before the sun went down
after breakfast

4. A monkey wanted to know ----
when the parade was over
how to water the trees
what day it was

5. The big monkey said to ----
take care of the water
look at the sun
pull up each fruit tree

6. They pulled up trees ----
to look at the fruit
to look at the roots
to look at the water

7. They gave much water to ----
the trees with long roots
places the trees came from
the trees with no roots

8. The gardener saw ----
many beautiful fruit trees
all the monkeys at work
not one living tree

king

gardener

pull

roots

1. Mother has one in her house.
It helps her to get dinner.

It is a

store

stove

stone

2. Street cars run on them.
Trains run on them too.

They are

tractors

trains

tracks

3. This is soft and white.
Mother puts it in her bread.

It is

flower

fly

flour

4. We eat this in the morning.
We have milk and fruit and eggs.

This is our

brooks

brown

breakfast

5. We have coats and dresses.
We have hats and shoes.

They are our

clothes

cleaning

clang

6. Patsy's dog was in a parade.
It was the best dog there.

So it got a

pretty

prize

prizes

7. It is good to eat.
Children like it for breakfast.

It is

friend

fruit

front

8. Little children play with them.
They build houses and barns.

They build with

blocks

black

blue

Draw a line under the sentence that tells about each picture.

1. The old woman counted her sheep.

The wolf counted the little sheep.

The woman called the wolf.



2. The bear sings a song for the woman.

A fox is calling, "Ow-ow-ow."

The woman listens to the wolf.



3. The wee lambs are singing songs.

The fox sings a song to call the sheep.

A wolf is singing, "Tra-la-la, tra-la-lee."



4. The old woman talked to the fox.

The wee lamb talked to the woman.

The fox talked to one wee lamb.



5. The old woman splashed milk on the lamb.

The milk splashed on the fox's nose.

The milk splashed on the fox's tail.



6. Now the wolf has a white nose.

Now foxes have white tips on their tails.

Now foxes have white noses.



NEW WORDS: sheep, counted, wolf, tra-la-la, song, wee
PURPOSES: To use picture and context clues; to improve sentence comprehension.

DIRECTIONS: Direct the children to read the three sentences in each row and look at the picture at the right. Have them draw lines under the sentence that tells about each picture.

1. The children were listening to TV
last Saturday. That was fun.

listens
listening
listened

They to "Animal Parade."

2. Jean learned a pretty new song
in school. It went, "Tra-la-la."

sing
sang
singing

She it on the way home.

3. All the children in school wanted
to break the big stick.

break
breaks
breaking

But the stick would not

4. Mr. Joe was going to sit down.
He had a big surprise.

sleep
sleeps
sleeping

A dog was in his chair.

5. A wee bird lives in our house.
He does not fly to the trees.

lives
lived
living

He is in a pretty cage.

6. Mary Ann is just learning to count.
She cannot count to seven.

count
counting
counted

But she can to five.

7. Ben wanted to catch the blue bus.
But the blue bus did not stop.

stop
stopping
stopped

The red bus for him.

Mrs. Rabbit took some warm rolls out of a pan. She put butter on them. "I will take a basket of rolls to Mrs. Goose," said Mrs. Rabbit.



She ran to Mrs. Goose's house with the rolls. When she got there she saw Mrs. Goose sleeping on her bed. So Mrs. Rabbit went away.



Mrs. Rabbit went to Mr. Donkey's house. She banged on the door but Mr. Donkey was not there. So Mrs. Rabbit went away with her basket of warm rolls and butter.



Mrs. Rabbit went to Mrs. Squirrel's house. There were the squirrels at the table. They were eating rolls and milk. She said, "They do not want my rolls. They have rolls."



Then Mrs. Rabbit went home. "Mrs. Goose and Mrs. Squirrel and Mr. Donkey do not want my rolls," she said. "I will eat them." They were so good!



1. Who made the rolls?
2. Who was sleeping?
3. Who was not home?
4. What did the squirrels eat?
5. Who ate rolls with butter?

Mrs. Goose
Mr. Donkey
Mr. Donkey
some rolls
Mrs. Rabbit

Mrs. Rabbit
Mrs. Goose
Mrs. Goose
some nuts
Mr. Donkey

butter

donkey

Draw a line under the right words in each box.

Short-a Words



apple

hammer
name
am
paper
bag
may
rabbit
ate
cat
gate

bang
track
cage
Jack
happy
catch
hand
man
table
way

Short-i Words

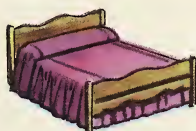


fish

if
sit
ice
chick
pie
stick
milk
until
prize
king

ride
sign
trip
dish
five
pick
tip
big
hide
light

Short-e Words

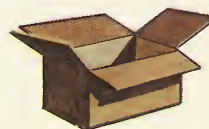


bed

next
dress
sheep
egg
we
went
fence
men
wet
tell

green
bee
when
Zeke
get
them
Jerry
wee
let's
best

Short-o Words



box

hop
top
oh
open
nose
block
no
throw
pond
blocks

stop
home
not
fox
drop
gobble
pole
pop
pocket
Bob

Funny Pictures

1.



Why is this a funny picture ?

Dogs cannot fly.
Birds cannot fly.
Dogs cannot run.

2.



Why is this a funny picture ?

Cats can climb trees.
Trees do not have cups.
Trees do not have leaves.

3.



Why is this a funny picture ?

Kings have pretty coats.
Kings cannot walk.
Kings do not paper walls.

4.



Why is this a funny picture ?

Postmen do not bring letters.
The postman has a silk dress.
Postmen do not bring milk.

5.



Why is this a funny picture ?

Chairs do not have roots.
Chairs are not to sit on.
Plants do not have roots.

6.



Why is this a funny picture ?

Monkeys do not climb trees.
Monkeys do not go to school.
The monkey is standing.

(Use with pages 252-258 in We Are Neighbours)
PURPOSES: To recognize absurdities; to interpret pictures.

DIRECTIONS: Direct the children to read the question in each box, choose the sentence which correctly answers it, and draw a line under that sentence.

Dogs, cats, and rabbits are --3--.

Bowls and cups are good dishes for ----.

Nuts and apples come from ----.

Ice cream, ice, and snow are ----.

Yellow, red, green, and blue are ----.

1. colours

2. soup

3. pets

4. trees

5. cold

Travellers and bus drivers take many ----.

Soup, bread, and butter are good for ----.

Squirrels, dogs, and turtles are ----.

Balls, balloons, and blocks are ----.

Corn, wheat, and cabbage are ----.

1. dinner

2. plants

3. trips

4. toys

5. animals

Bees and birds can ----.

Dogs, cats, and raccoons have ----.

A goose and a duck have ----.

Monkeys and squirrels can ----.

Turtles, ducks, and fish like to ----.

1. climb

2. fly

3. paws

4. swim

5. feathers

Bread and cake are made with ----.

A living room and a hall are in a ----.

Feathers and silk are ----.

Cars, trains, and roads help ----.

Balls, wheels, and apples are ----.

1. house

2. round

3. travellers

4. flour

5. soft

Bang, click, and tinkle are all ----.

Cakes and soup are good to ----.

Trees and other plants have ----.

A gate, a window, and a door can ----.

A barn, a house or a store is a ----.

1. building

2. noises

3. roots

4. eat

5. open

soup

traveller

Write the right word in each sentence.



Mary said, "Please _____ to me."

run

Her kitten _____ as fast as he could.

ran



Mother said, "Please _____ the milk."

get

Jack ran and _____ it.

got



Patsy has _____ apple.

in

It is _____ a basket.

an



"_____ a house, Bill," said Bob.

Mike

"Build a house for _____."

Make



Father _____ them a surprise.

gave

The surprise was a green _____.

gate



Jean will _____ the bread.

better

She likes bread _____ than pie.

butter



Frisky will eat the _____.

nut

He will _____ drop it.

not

1.



Red Robin made a home in a tree.
One day some men came.
They cut down the tree.
What did Red Robin do then?

He flew to another tree.
He counted his red feathers
He sang a Christmas song.

2.



The children put lights on a tree.
They put coloured balls on the tree.
They put pretty boxes under it.
What happened next?

They had a birthday party.
They had a Christmas party.
The coloured lights flew away.

3.



A traveller walked down a road.
It started to rain. Splash! Splash!
The traveller saw a big barn.
What happened next?

The traveller sat in the road.
The traveller climbed a tree.
The traveller went to a barn.

4.



A bee flew into the house.
Mr. Hall ran after the bee.
The bee flew out the window.
What did Mr. Hall do then?

Mr. Hall opened more windows.
He pulled the window down.
He painted the window.

Robin

Christmas

flew

1.



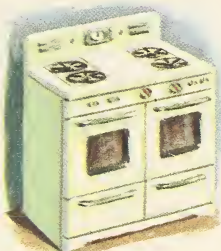
dresses and coats
our clothes
our cars

2.



a little bird
a wee robin
a wee rabbit

3.



a big stove
a big song
a place for a pan

4.



a big wolf
a blue cat
an animal

5.



a man on a trip
a traveller
a train track

6.



a happy song
a happy dog
singing tra-la-la

7.



blocks and balls
some starfish
a baby's toys

8.



a baby log
a baby dog
a little puppy

9.



some kittens
some mittens
baby cats

10.



fox and wolf
three animals
lambs and a dog

Draw a line under the right words in each box.

Long-a Words



cake

race
track
paint
lazy
lamb
play
train
place
hall
gate

gave
tail
table
that's
paste
many
take
asked
came
last

Long-i Words



five

white
stick
trip
tip
light
side
silk
sign
pick
fire

still
right
hide
like
chick
if
prize
ice
did
ride

Long-e Words



tree

bee
them
she
he
when
best
sheep
tell
me
we

wheel
very
see
wet
wee
be
fence
bed
express
Zeke

Long-o Words



pony

so
cold
box
boat
Joe
Bob
throw
top
stone
no

home
clothes
open
trotted
fox
pond
block
snow
coat
go

Vocabulary Test VII

1. silk milk sign	2. stove stick still	3. break brook bread	4. sign song sang	5. would walk wolf
6. covered counted clothes	7. sheep shoes shout	8. wee wet new	9. tink-tinkle trotted tra-la-la	10. ring king know
11. Rabbit Raccoon Robin	12. tractor traveller tracks	13. soup soon stop	14. Ginger Gardener Garden	15. driver monkey donkey
16. pole puddle pull	17. roots right store	18. Children Christmas Chimneys	19. fly flew flip	20. their that's thanks
21. better butter baker	22. hammer happen dinner	23. under over until	24. cherry chatter cellar	25. men man new

(Use after pages 235-268 in We Are Neighbours)
PURPOSE: To test recognition of the new words presented in Unit VII of We Are Neighbours.

DIRECTIONS: Direct the children to read all the words in each box, listen to the word that the teacher pronounces, and draw a line under that word. See page 112 for the list of words to pronounce and for complete directions for giving the test.

TO THE TEACHER

Instructional purposes and directions for teaching the Workbook to accompany the Second Reader, Level I, *We Are Neighbours*, are given on the pages they describe. A sample response is given for each new type of exercise that is introduced. This may be sufficient help for the superior reader to proceed independently and minimize the amount needed by the average. Slow learners can successfully complete the exercises with teacher direction or as a group activity. Check the work in small groups or individually under teacher direction.

New words are featured in manuscript writing at the bottom of the pages. Instruct the children to read these words and underline them each time they occur on a page. They may want to count the number of times each marginal word appears and write the number under the word on the page. Those who need kinesthetic practice may write them on separate paper.

The following are additional suggested activities:

Page 1 • Orientation. Enrichment. This exercise enriches concepts of the unit theme friendly neighbourhood relationships and provides opportunity for conversation about neighbourhood life.

Page 2 • Main Idea. Using Context Clues. The children may tell the main idea of each paragraph and read the context clues aloud.

Page 3 • Recall of Story Facts. Comprehension. An oral recall of the story facts might precede the written recall on this page. Ask the question given in each box and let the children tell that part of the story.

Page 4 • Extension of Word Meanings. Using Picture Clues. List the words *may, box, foot, miss, pets, walk* on the chalkboard and have the children give sentences for their different meanings.

Page 5 • Using Picture Clues. Comprehension. The children might discuss the sensible phrase in comparison with the incorrect phrases.

Page 6 • Initial Consonants. Check the work carefully with oral responses. Emphasize distinct pronunciation of the words and of the initial sounds.

Page 7 • Rhyming Words. Context Clues. Develop the first few lines orally, then let the children work independently. Have them find and circle the rhyming elements in each word. Introduce the direction word *rhymes*.

Page 8 • Main Idea. Comprehension. The children may make up short stories of their own to share with the class. Suggest that they use the incorrect phrases on this page as the main ideas for their stories.

Page 9 • Sequence. As a check the children may cover the printed story and tell the story from the pictures as they have them numbered.

Page 10 • Recall of Story Facts. Comprehension. Following the completion of this exercise have the children find the reader page on which each correct phrase may be found.

Page 11 • Initial Consonant Blends (bl, gr, tr, fl). Begin this lesson with auditory recognition of the consonant blends given on this page. The children may suggest other words beginning with these same blends. List them on the chalkboard.

Page 12 • Recognition of Verb Forms. Direct the writing of the correct word in the sentence in the first box. Suggest that the children *think* how each word sounds in the sentence, then select the one which is correct. The children may also be asked to use the words in the columns in sentences of their own. Check phonetic exercises with oral responses.

Page 13 • Initial Consonants (b, d, f, g, h, l, m, p, r, t). See page 6.

Page 14 • Recall of Stories in Unit I. Following Printed Directions. Have a discussion period to review the stories of this Unit before having the children do the exercise. Precede the exercise with chalkboard activity to give practice in interpreting the directions, such as *put an X over*.

Page 15 • Vocabulary Test I. The words tested on this page are those presented as new on pages 6-42 in *We Are Neighbours*. Direct the children to listen carefully, and in each box to draw a line under the word which you pronounce. Pronounce the words at the top of the next column.

yard	Peter	neighbours	live
stopped	Jean	them	girl
care	Joe	bang	Bill
gate	Mike	would	Bob
Pretty	puddle	next	ring

Page 16 • Main Idea. Comprehension. The children might read each story rapidly to find certain items given; find a phrase that makes you see Happy; find a phrase that tells you how Happy behaved, etc.

Page 17 • Using Picture and Context Clues. Predicting Outcomes. Following the completion of this exercise have each child select an incorrect phrase to dramatize. The class guesses and reads the dramatized phrase.

Page 18 • Rhyming Words. The children will be able to suggest other rhyming words for the words used on this page. Encourage them to make up rhymes; superior readers might make a booklet of their own rhymes.

Page 19 • Seeing Relationships. Drawing Conclusions. This exercise may be checked orally by the group. On other paper have them draw homes for the animals not given a home in the illustrations on this page.

Page 20 • Compound Words. Forming Judgments. Precede this exercise by calling attention to the structure of compound words and explain that some new large words made up of old small words will be found in this exercise. Urge the children to work out these new words themselves.

Page 21 • Comprehension. Details. The children might read this story orally with characters and a narrator.

Page 22 • Seeing Relationships. Classifying. Caution the children that rows of answer words must be studied carefully before a choice is made, as some rows contain similar words. They might look at the rows of answer words for the stories and point out words which they think are similar in appearance and sound and will require careful reading. After independent work have all exercises read orally.

Page 23 • Initial Digraphs (ch, sh, wh, voiceless th). Use the chalkboard to make lists of other words beginning with the digraphs given on this page.

Page 24 • Seeing Relationships. Classifying. Children will see other relationships for each of the exercises on this page. Let them add their own phrases.

Page 25 • Predicting Outcomes. Following Printed Directions. The children who care to do so may share their drawings with the class. Introduce the direction word *read*.

Page 26 • Final Consonants (d, g, k, l, m, n, p, r, t). Give auditory practice in listening for the final consonant. Explain that careful scrutiny must be given each word before underlining. Make other lists of words ending with the same consonants as those given.

Page 27 • Seeing Relationships. Classifying. In checking this exercise ask the children to read orally the specific sentence which determined the correct number to write. Use the terms *first, second, third*, etc. in discussing these answers.

Page 28 • Comprehension. Interpreting Pictures. Encourage the children to build a story around each picture.

Page 29 • Recall of Stories in Unit II. Before doing this page have a picture review of the stories. The children might look at the story illustrations in *We Are Neighbours* and give a brief explanation of each one.

Page 30 • Vocabulary Test II. The words tested on these pages are those presented as new on pages 43-82 of *We Are Neighbours*. Direct the children to listen carefully and to draw a line under the word which you pronounce. Pronounce the following words:

chatter	crawl	picked	paper	animal
thought	beautiful	elephant	always	Table
Raccoon	best	Nibbles	Toddle	friend
open	nuts	our	shoe	car
Zeke	paw	door	brown	when
top	Tabby	Made	tell	TV
				still

Page 31 • Extension of Word Meanings. Comprehension. Have the children read the sentences that tell about animals; the sentences that tell about people; the sentences that tell about things.

Page 32 • Forming Judgments. Complete the exercise, then the children might change the "no" sentences to "yes" sentences. Write them on other paper, or give them orally.

Page 33 • Following Printed Directions. See page 14.

Page 34 • Recall Story Facts. Forming Judgments. Help the children with the first box, then let them work independently. To check have them read the correct sentences about each person.

Page 35 • Initial Consonant Blends (*dr, fr, br, bl, cr*). See page 11.

Page 36 • Extension of Word Meaning. To check this page the children might read the sentences substituting the words which they underlined for the underlined words in the sentences.

Page 37 • Short and Long Sounds of *o*. Read with the children the directions at the top of each column and conduct this activity with small groups so that they may speak each word aloud before underlining the vowel.

Page 38 • Picture Interpretation. Drawing Conclusions. The children might cover the sentences and interpret each picture orally from their knowledge of the story before doing this page.

Page 39 • Seeing Relationships. Forming Judgments. The children might list the animals of which Jack would take pictures in the parade. Children with real pet-parade experience will have animals to add to the list.

Page 40 • Long and Short Sounds of *i*. See page 37.

Page 41 • Plural Forms of Nouns (*es*). Be sure the children understand the purpose of this page; the meaning of *more than one*. They might give sentences of their own using the words suggested on this page before doing the exercise.

Page 42 • Interpreting Pictures. Forming Judgments. Give superior readers a chance to interpret this page for themselves first. Have the children describe pictures that might be used to accompany the incorrect questions.

Page 43 • Final Consonants (*g, k, m, n, p, r, s, t*). See page 26. Explain to the children that they must say the name of each object carefully before drawing the lines.

Page 44 • Rhyming Words. Context Clues. See page 7. Encourage the children to share familiar jingles and rhymes.

Page 45 • Recall of Stories in Unit III. See page 29.

Pages 46-47 • Vocabulary Test III. The words tested on these pages are those presented as new on pages 83-120 in *We Are Neighbours*. See page 15. Pronounce the following words:

coat	sign	wheels	Saturday
Click	hammer	prize	place
gave	blocks	many	last
page	morning	game	tied
people	no	matter	started
round	bird	under	oh

Part II

city	dishes	Fly	together
rhymes	got	an	far
enough	most	hand	pictures
asked	before	much	parade
long	brown	still	always

Page 48 • Predicting Outcomes. To check this page the children might give the correct answer orally, using a complete sentence. Precede this with the explanation that the answers on this page are given in phrases.

Page 49 • Seeing Relationships. Classifying. Check the choices in each box to make certain that the correct number called for in the directions has been underlined. See page 24.

Page 50 • Short and Long Sounds of *a*. See page 37.

Page 51 • Sequence. Following Printed Directions. This exercise requires accurate reading. Help the children who make errors find the sentences which fulfill the directions.

Page 52 • Predicting Outcomes. Have the children tell why the phrases they underlined are the logical ones.

Page 53 • Initial Consonants. Rhyming Words. Be sure the children understand the directions. The first box may be developed orally.

Page 54. Drawing Conclusions. Interpretations. For each question have the children tell who might show if the answers were other than the one.

Page 55 • Recall of Story Facts. The children to adapt this story for dramatization.

Page 56 • Extension of Word Meaning. S

Page 57 • Rhyming Words from Context children may read each rhyme softly. Remind them they read; to listen especially to the last word of line. Tell them that this word and the meaning of will help them choose the right word to complete. Some children may be able to make tunes to sing to.

Page 58 • Interpreting Sentences and Extension of Word Meaning. The children may sentence to each story.

Page 59 • Main Idea. Illustrate the procedure the best title for the first story by leading the children to serve that the phrase which tells most about the story the best title for it. Then let them work independently might read their choice of titles and give reasons for.

Page 60 • Rhyming Words. Picture Clues. children compare this page with page 43. Review the final consonants given on that page. Explain that on this page they must say the name of the object carefully, listen to the final consonant, then say each word in the box softly, listening for the same sound before underlining.

Page 61 • Predicting Outcomes. To check this exercise have the children read the sentences they underlined and give logical reasons for their choices.

Page 62 • Recognition of Verb Forms (*es* and *ing*). Direct the writing of the words in the first box. Suggest that the children think how each word would sound in the sentence, then select the one which is correct. They may also be asked to use the words in the columns in sentences of their own.

Page 63 • Extension of Word Meaning. Using Context Clues. As a checking activity for this exercise one child might read a sentence and call upon another to read the answer.

Page 64 • Forming Judgments. Main Idea. Titles might be suggested for the four stories on this page and answers given to the question "What happened next?"

Page 65 • Initial Consonant Blends (*pl, st, sn, sl*). See page 11. After the children are finished with the exercise have the riddles read aloud and checked as a group exercise.

Pages 66-67 • Vocabulary Test IV. The words tested on these pages are those presented as new on pages 121-162 in *We Are Neighbours*. See directions given for page 15. Pronounce the following words:

		Part I		
Sonny	swim	does	wet	horse
name	earn	buy	watch	owl
Snurr	starfish	road	bugs	flour
cleaning	along	hand	if	trotted
chimney	wishing	warm	rubbers	been
		Part II		
goose	very	more	Snapp	bowl
stone	happened	throw	room	cover
clothes	off	puppy	ever	standing
soft	talking	afraid	sea	their
front	tail	turning	Snipp	no

Page 68 • Details. The children might read this new story orally, then discuss the reasons for Mrs. Gray's decisions.

Page 69 • Sequence. One child might be chosen to read each story. That child might ask three others in the group to tell what happened first, next, and last.

Page 70 • Comprehension. Following Printed Directions. See page 51. After this exercise has been completed and checked the children might be instructed to study the pictures again and write the letters *G, F, P*, and *T* on objects that have names beginning with those letters.

Page 71 • Words of Similar Configuration. Following Printed Directions. Have the children study the answer words carefully and look for clues which enable them to select the right word. Note that the words differed at beginning, middle, or end.

PE 1121 G49 1961 GR-2 GR-2 BK-1
 WKBK- C-6
 GINN BASIC READERS GR 2 --
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Date Due		
AUG 25 1962		
	EDUC OCT 1 '78	
~~AUG 25 1962~~	DEC 1 RETURN	
CURR OCT 22 '70		
OCT 15 RETURN	MAR 8 RETURN	
CURR NOV 5 '70	DUE EDUC OCT 26 '78	
NOV 23 RETURN	OCT 26 RETURN	
	EDUC DEC 1 '78	
CURR DEC 10 '70	JAN 5 RETURN	
	DEC 10 RETURN	
	NOV 28 RETURN	
	DUE EDUC AUG 14 '78	
JAN 2 RETURN	RETURNED AUG 1 '78	
JAN 5 RETURN	DUE EDUC OCT 16 '78	
	RETURNED OCT 2 '78	

- e 72 • **Variant Forms of Verbs (doubling consonants).** Precede this exercise with a discussion of verb variants by doubling the consonant and adding *ed* or *ing* to a root. Have the children draw boxes around the root words in words on the right of the page.
- e 73 • **Using Context Clues.** The children might label the left of a paper *From the Farm*, and the other side *From the City*. Direct them to reread the story and draw the correct words under the labels.
- e 74 • **Initial Consonant Blends (tr, pl, cr, sl, fl, fr, bl, br, gr, pr, sn).** Have an auditory review of consonant blends. The children might close their eyes and think of words using the extra response in each box.
- e 75 • **Recall Story Facts. Comprehension.** During independent work the teacher has an opportunity to observe the children's concentration, independence of attack, and accurate comprehension of the individual readers.
- e 76 • **Predicting Outcomes. Using Context and Clues.** To check this page the children might give the answer orally, using a complete sentence. They might give a logical reason for their choice of picture.
- e 77 • **Digraphs (ai and oa).** In the first exercise the children read the words in which they see the digraph *ai* and those two letters. In the second exercise, circle *oa*.
- e 78 • **Comprehension.** The children might draw the pictures in which each brother would ride and share experiences on these vehicles.
- e 79 • **Picture Interpretation. Comprehension.** Reading the correct sentences the children might think of a word for each picture and write it beneath the picture.
- e 80 • **Compound Words. Extension of Word Meaning.** See page 20. Direct the children to draw a line between the two parts of each compound word in the first exercise.
- e 81 • **Vocabulary Test V.** The words on these pages were presented as new on pages 163-193. See page 15. Read from left to right, pronounce the following words:
- | | | | | |
|-------|----------|----------|---------|--------|
| kfast | Gray | brothers | every | loads |
| g | driver | paste | right | coming |
| my | Ginger | stirred | leaves | baker |
| ne | listened | running | express | lazy |
-
- | | | | | | |
|---|-------|-------|------|-------|------|
| 1 | heard | tip | pies | five | Milk |
| | any | first | each | light | wall |
- e 82 • **Rhyming Words. Context Clues.** Check by reading the completed sentences read. The children may tell the meaning of each sentence that gave them the correct word.
- e 83 • **Picture Interpretation.** Write *Who? What? Why?* on the chalkboard. The children may study each picture and plan stories that will answer the three questions.
- e 84 • **Using Picture and Context Clues.** Have the children explain how they used both the text and the pictures to make their choice of response.
- e 85 • **Initial and Final Consonants.** Check orally.
- e 86 • **Details. Main Idea.** A child may read one of the stories on this page orally until the teacher says, "Stop." The child's first story he may be stopped after he has read, "The ball did not get the ball." The children will plan an ending for the one given in the Workbook.
- e 87 and 88 • **Sequence. Comprehension.** Ask the children to read orally the specific sentences that helped them determine the correct number to write.
- e 89 • **Plural Form of Nouns (s).** See page 41. Have the children read the completed sentences and tell how they chose which word to choose for each one.
- e 90 • **Verb Variants (s, ed, ing).** See pages 12 and 72.
- e 91 • **Extension of Word Meaning.** Recall the meaning of the word for thinking the meaning of the word as well as the scrutiny of it in order to complete a sentence satisfactorily. The children may read the sentences using both responses. Then repeat using the preferable response.
- e 92 • **Long and Short Sounds of e.** See page 37.
- e 93 • **Following Printed Directions.** The children study the picture on this page closely, then close the

workbook and on other paper write the names of as many pictured objects as they can remember.

Page 94 • Recall Story Facts. The children might find the page in *We Are Neighbours* that verifies each "yes" answer. They may write the page number to the left of each statement. Introduce the direction word *true*.

Page 95 • Recall of Stories in Unit VI. See pages 14 and 29. Have the children write the name of the object beneath each picture on this page.

Page 96 • Vocabulary Test VI. The words on these pages are those presented as new words on pages 195-234 in *We Are Neighbours*. See page 15. Reading from left to right pronounce the following words:

caboose	Ebenezer	Mulligan	Jerry	fruit
cellar	station	farmer	until	corner
furnace	track	stove	shouted	climbed
Turners	steam	gasoline	mountains	shovels

log	hall	trip	Dot	told	why
dig	cut	cup	men	or	sit

Page 97 • Making Inferences. Interpreting Pictures. Have the children look at the pictures only; cover the text. Explain that these pictures might be from storybooks. Ask them to express their opinions. Record a number of these opinions on the chalkboard. Uncover the text, work the page independently and see if their remarks were similar to those underlined.

Page 98 • Recall Story Facts. Sentence and Phrase Comprehension. Have a child change the story "The Monkeys and the Fruit Trees" in *We Are Neighbours* so that the monkeys follow directions perfectly. Have him tell his story to the class. Have another child review the story as it is told in the book. Let the children give reasons why they prefer one or the other.

Page 99 • Initial Consonant Blends (st, tr, fl, br, cl, pr, fr, bl). The children might circle the initial consonant blend in each word. Write such phonograms as *ack, ove, ock, ash, and ick* on the chalkboard. Then list words the children suggest, either from their speaking or their reading vocabulary, which can be made by combining the blends on this page and the listed phonograms.

Page 100 • Picture and Context Clues. Review the story through dramatization before assigning this exercise.

Page 101 • Verb Forms (s, ed, ing). See pages 12, 72, 90.

Page 102 • Details. After completing this exercise explain action words to the children. Then they might reread the story finding all the words in which they can see some kind of action.

Page 103 • Review of Short Vowel Sounds. Children whose names contain a short vowel sound might raise their hands. List these names on the chalkboard. Give auditory practice of short vowel sounds on pages 37, 40, 50, and 92.

Page 104 • Recognizing Absurdities. Have the children read the underlined sentences and tell what might happen if some of the more absurd statements were true.

Page 105 • Seeing Relationships. See page 63.

Page 106 • Similar Configuration with Vowel Differences. See page 71.

Page 107 • Predicting Outcomes. After the completion of this exercise the children might predict the next outcome following the one given.

Page 108 • Extension of Word Meaning. Phrase Comprehension. On other paper write a sentence for each box and one of the underlined phrases.

Page 109 • Review of Long Vowel Sounds. Give auditory practice of long vowel sounds on pages 37, 40, 50, and 92.

Page 110 • Vocabulary Test VII. The words on these pages are those presented as new on pages 235-269 in *We Are Neighbours*. See page 15. Reading from left to right pronounce the following words:

silk	stick	break	song	wolf
counted	sheep	wee	tra-la-la	king
Robin	traveller	soup	Gardener	donkey
pull	roots	Christmas	flew	that's
butter	happen	under	cellar	men



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